ROYAL CANADIAN

READERS.

NOTICE.

This is only intended as a specimen of what the complete book will be, and is prepared simply to show the general plan, appearance, etc., so as to enable educators to judge of the merits of the

ROYAL CANADIAN READERS

Many new Wood-Cuts are in course of preparation, and it will be readily seen that some of those inserted here are to be substituted by others.

THE PUBLISHERS.

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OFF FOR THE HOLIDAYS.

ROYAL CANADIAN SERIES.

SECOND READING BOOK.

TORONTO:
CANADA PUBLISHING COMPANY,
(LIMITED.)

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PREFACE.

THIS is primarily a *Reading Book*, and the lessons have been selected and adapted with the object of assisting the children in the second classes of our Canadian schools to become intelligent and expressive readers; but, while this purpose has never been lost sight of, the Editors have endeavored to select lessons that shall also serve the purpose of inculcating love to God and admiration for the works of nature; of nurturing filial affection and other kindred virtues, and of creating an interest in the animal world.

It is hoped, therefore, that as the book is read, the pupils may become not only good readers and fond of reading, but that good principles and pure tastes may be instilled into their minds.

It is intended that the words at the head of the lessons, in the syllabication and accentuation of which Worcester's Dictionary has been the authority, should be pronounced in the most distinct manner possible, first by the teacher, and then by the members of the class, in concert and individually, before any attempt is made to read the lesson. This is necessary, in order that the pupil, when attempting to read, may give his full attention to bringing out the true expression. Too little consideration is usually given to this, the most important part of the work of teaching reading. In many of our schools reading classes are frequently classes in pronunciation only. No effort should be spared to correct this serious fault. The pupils ought to be thoroughly familiar with all the words of the lesson before attempting to read it.

Pupils should be taught to read just as they talk. "They should be trained to express the sentences of the author as if they were sentences of their own. To *read* so that others may understand, the pupils must first *comprehend* the language and sentiments themselves." To aid them in doing this, the more difficult words and phrases have been explained at the end of each lesson. The meanings given are not mere

dictionary definitions, but are such as may be used in the reading lesson in the place of the expressions defined. Before allowing the pupils to read the lesson, the teacher will do well to see that it is understood, giving such explanations as are necessary. He should also previously give an example of how the lesson should be read.

Only so much of a lesson should be taken up as can be thoroughly mastered. It is better to have the pupils read one sentence properly than to permit them to read two sentences incorrectly.

The questions and exercises appended to most of the lessons are intended to be merely suggestive. In many cases they can, with advantage, be multiplied by the teacher. Such as are here given, it is hoped, will prove of value in testing the intelligence of the scholars, in enlarging their vocabularies, and in affording instruction and practice in oral and written composition.

Teachers are urged to devote much attention to the teaching of composition. Pupils should be encouraged to give oral and written reproductions of the tales, etc., which they have read. All inaccuracies, whether oral or written, should be pointed out by the teacher, and the correction of every error insisted upon.

The extracts in script appended to many of the lessons ought to be committed to memory, and should be used as writing exercises by the pupils. The poetical selections throughout the book should also be used in whole or in part for the same purpose.

THE EDITORS.

TORONTO, September, 1882.

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SECOND READING BOOK.

PART I.

I.—THE STORY OF THE LEAF.

Pronounce distinctly :—

wrapped	**tucked**	**knot**
ti′ ny	**au′ tumn**	**dropped**
blan′ ket	**be′ lieve**	**pret′ ty**

1. I am only a leaf. My home is one of the great trees that grow near the school-house. All the winter I was wrapped up in a tiny warm blanket, tucked in a little brown cradle, and rocked by the winds as they blew. Do you not believe it, little reader?

2. Next autumn, just break a branch off a tree, and see if you cannot find a leaf-bud. It will look like a little brown

1. What word means the opposite of **great**?

knot. Break it open, and inside you will see some soft, white down ; that is the blanket. The brown shell that you break is the cradle.

3. Well, I was rocked all the winter in my cradle on the branch. When the warm days came, and the soft rains fell, then I grew very fast indeed. I soon pushed myself out of my cradle, dropped my blanket, and showed my pretty green dress to all who came by.

4. Oh, how glad everyone was to see me! And here I am, so happy, with my little brothers and sisters about me. Every morning the birds come and sing to us, the great sun shines upon us, and the wind fans us. We dance with the winds, we smile back at the bright sun, and make a pleasant shade for the dear birds. Every day, happy, laughing school-children pass under our tree.

5. We are always glad to see you, boys and girls,—glad to see your bright eyes, and to hear you say, "How beautiful the leaves are!"

Leaves have their time to fall.

---

2. For what does **it** stand? What is **down?**

3. What season is spoken of in the second sentence of the paragraph? Name all the seasons.

4. Give words that mean the opposite of **glad, happy,** and **pleasant.**

Say something about **a leaf, trees, a blanket, a knot, autumn, rain,** and **the shade.**

II.—TOM'S JAUNT.

Pronounce distinctly :—

au and ea like a in far.

aunt	launch	slight' ly
jaunt	haunt' ing	ail' ing
taunt	flaunt' ing	peb' bles
gaunt	laugh' ter	Do min' ion
saun' ter	heart' y	de serve'
staunch	heark' en	si' lence
laun' dry	hearth	bow *(ow as in cow)*

1. My aunt and I took a little saunter in the park. She had been slightly ailing, but she is getting quite hearty now.

2. The birds were singing in the branches, the lambs sporting on the grass, and the bright fish playing in the brook, which runs with a soft sound over the pebbles. A large and beautiful Dominion flag was flaunting from the top of the flag-staff.

3. A poor man with a gaunt face met us. It went to my heart to see him so feeble and lonely, haunting the paths to beg for bread. But my aunt is a staunch helper of all who deserve aid, and she told him to call at the laundry, and tell

---

1. What is meant by **saunter, park,** and **slightly ailing**?

2. What is the **Dominion**? What is meant by **flag-staff**?

3. Write the paragraph, using instead of **gaunt, feeble, haunting, paths, staunch, aid, maid,** and **hearken,** other words having the same meanings.

the maid, in her name, to give him some food. We should always hearken to the cry of the poor.

4. My jaunt here has been very pleasant. There was a launch on the bay at Toronto last week, to which I went. Miss Wood broke a bottle of wine over the bow, and gave the ship its name. It slid off the stocks very smoothly, and ran into the lake safely. All was laughter and joy on board.

5. After this long letter you cannot taunt me with silence. Give my kind wishes to all round your hearth.

Cold water is the drink for me,
Cold water, pure and bright and free!

---

4. What is the end of the ship opposite to the bow called?

jaunt; pleasure trip.
flaunting; waving.
stocks; the frame or timbers on which a ship rests while it is being built.
staunch; firm.
a launch; the pushing of a new vessel into the water.
taunt me with silence; blame me for not writing.

Say something about **the park, the branches, a brook, pebbles, a flag-staff, a hearth, a bottle of wine.**

III.—PUSSY'S CLASS.

Pronounce distinctly :—

chil′ dren	per′ fume	weap′ ons *(wepp)*
said *(sed)*	an′ swer	pshaw *(shaw)*
at ten′ tion	meow′d	id′ i ots
sniffed	e nough′	heard

1. "Now, children," said puss, as she shook her head,
"It is time your morning lesson was said."
So her kittens drew near with footsteps slow,
And sat down before her, all in a row.

2. "Attention, class!" said the cat mamma,
"And tell me, quick, where your noses are."

---

2. What is meant by "**Attention, class,**"?

At this all the kittens sniffed the air,
As though it were filled with a perfume rare.

3. "Now what do you say when you want a drink?"
The kittens waited a moment to think,
And then came the answer clear and loud,—
You ought to have heard how these kittens meow'd!

4. "Very well. 'Tis the same, with a sharper tone,
When you want a fish or a bit of a bone.
Now what do you say when children are good?"
And the kittens purred as soft as they could.

5. "And what do you do when children are bad,
When they tease and pull?" Each kitten looked sad.
"Pooh!" said their mother, "that isn't enough;
You must use your claws when children are rough!"

6. "And where are your claws? No, no, my dear"—
As she took up a paw—"See! they're hidden here!"

---

3. What letter has been left out in **meow'd?**
4. For what words does **'tis** stand?
5. For what word does **isn't** stand?

Then all the kittens crowded about
To see their sharp little claws brought out.

7. They felt quite sure they never should need
To use such weapons—oh no, indeed!
But their wise mamma gave a pussy's "pshaw!"
And boxed their ears with her softest paw.

8. "Now, sptiss! as hard as you can!" she said:
But every kitten hung down its head.
"Sptiss! I say," cried the mother cat;
But they said, "O mamma, we can't do that!"

9. "Then go and play," said the fond mamma;
"What sweet little idiots kittens are!
Ah, well, I was once the same, I suppose."
And she looked very wise, and rubbed her nose.

---

perfume rare; a very sweet or uncommon scent.
idiots; foolish creatures.
weapons; things for fighting with.

All children know what is meant by the words *to tell* and *to say*. Now, *to state* has the same meaning as *to say* and *to tell*. When you are asked *to state* something about *a cat*, you are only asked *to say* something about it.

State something about **Puss, your morning lesson, footsteps, a row, the air, the perfume, fish,** and **mamma.**

IV.—HOW TO WRITE A LETTER.

Pronounce distinctly :—

Brace′ bridge	Clar′ a	Hen′ ry
Col′ ling wood	won′ der ful	e nough′

1. Mrs. Miller, of Bracebridge, sat at her table writing a letter to her eldest son, who was away at school in Collingwood. Her daughter, Clara, a little girl between five and six years old, was sitting by the window, playing with her pet kitten.

2. At last, tired of play, she came and stood by her mother's side, watching the pen go over the paper, and thinking, "What a wonderful thing it is to write a letter!"

3. By-and-bye, her mother said to her, "Clara, would you not like to send a letter to your brother Henry?"

"Yes, mamma, I would, very much."

"Why don't you write, then?"

"I cannot write, mamma."

4. "I will write for you, if you wish."

"Oh, please do! that will be very nice!"

5. "Now remember, this is to be your letter, little daughter—not mine. I will lend you the use of my hand, but you must tell me what to say. What shall I write?"

---

3. What is meant by **by-and-bye**?

6. "I don't know."

"You don't know—though you love your brother so well! Shall I find something for you?"

"Oh, yes—please!"

7. "Well, then, let me see:"

"Dear Henry:

"Last night the house was burned down from top to bottom."

"Oh, no, mamma,—don't say that!"

"Why not?"

"Because it is not true."

8. "You know, then, that you must not write what is not true. I am glad you have learned so much. Remember that as long as you live. Never write what is not true. But you must think of something that *is* true."

9. "I can't, mamma."

"Well. how would this do?—

"Dear Henry:

"The kitten has been playing with its tail for over a quarter of an hour."

10. "Oh, don't write that!"

"Why not, daughter? It is true; I have seen that myself."

"But it is so silly! Henry does not want to know anything about the kitten and its tail."

11. "Why, my dear, I see that you know a great deal about letter-writing. It is not enough that a thing should be true; it must be worth writing about. Do tell me, now, something to say."

"I can't think of anything."

"Shall I write this?—

"Dear Henry:

"You will be glad to learn that cousin George is well enough to ride out."

12. "Oh, yes, mamma—write that! Henry loves George dearly, and will be very glad to know that he is better. That is just the thing to write!"

"You see, Clara, that you know what to put into a letter, and the reason you cannot write one is because you do not know how to make the words. As soon as you learn how to do that, you will be able to write letters."

---

12. What different meanings has the word **letters**?

V.—OUR TRIP TO THE COUNTRY.

Pronounce distinctly :—

ou, aw, and **au,** like **a** in **fall.**

ought	**brawl**	**saw′ yer**
bought	**taw′ dry**	**law′ yer**
thought	**sprawl′ ing**	**daugh′ ter**
fought	**brawn′ y**	**fault**
sought	**haw′ thorn**	**sau′ sa ges**
brought	**awk′ ward**	**pic′ nic**

1. The hawthorn was in full bloom, and the sunlight was flashing on the swift waters of the Grand River, when we went on our jaunt to the country last week.

2. We brought a basket of food with us, and having spread a cloth on the grass, we had a pleasant picnic. The lawyer's daughter was with us, and brought some sausages she had bought. She is a thoughtful girl, not tawdry, but neat in her dress, and with no foolish airs. We ought to like her.

3. Some brawny wood-choppers were cutting oak logs for the sawyer, but we did not mind them. John was very lazy, and lay sprawling on the grass all the afternoon.

---

1. What is the common Canadian name for the **hawthorn** ? Find words having the same meanings as *blossom*, *sparkling*, and *trip*.

2. What is meant by **picnic, sausages,** and **airs** ?

3. What word means *having his arms and legs spread carelessly out* ?

4. Long ago the Indians camped, and perhaps fought, on the broad meadow. We thought of all the brawl and bloodshed they had made. Now no quieter spot could be sought.

5. I had to sing a song, and felt very awkward; but if I did not sing well, it was not my fault, for I did my best.

"A good name is rather to be chosen than great riches."

---

tawdry; vulgarly showy in dress.

brawl; noisy quarrel.

brawny; stout and strong.

State something about **the hawthorn, the sunlight, a river, a picnic, Indians.**

Write the names of two places (towns, villages or cities). *Make the first letter of each name a capital.*

☞ The statements made by the pupils should be written carefully by the teacher on the blackboard, and then copied by the children on their slates.

VI.—NELL AND HER BIRD.

Pronounce distinctly :—

good-bye′	they're	re′ al ly
sing′ ing	wound′ ed	wher ev′ er
mer′ ry	they'll	neared
gar′ den	beau′ tiful	chir′ rup ing

1. Good-bye, little birdie!
   Fly to the sky,
   Singing and singing
   A merry good-bye.

2. Tell all the birdies
   Flying above,
   Nell, in the garden,
   Sends them her love.

3. Tell how I found you,
   Hurt, in a tree ;
   Then, when they're wounded,
   They'll come right to me.

4. I'd like to go with you,
   If I could fly ;

---

3. What two words have the same meaning in this stanza ? For what does **they'll** stand ?

4. Name the words for which **I'd** stands.

It must be so beautiful,
Up in the sky.

5. Why, little birdie—
Why don't you go?
You sit on my finger,
And shake your head, "No!"

6. He's off! Oh, how quickly
And gladly he rose!
I know he will love me
Wherever he goes.

7. I know—for he really
Seemed trying to say,
"My dear little Nelly,
I can't go away."

8. But just then some birdies
Came flying along,
And sang, as they neared us,
A chirruping song;

9. And he felt just as I do,
When girls come and shout,
Right under the window,
"Come, Nelly—come out!"

5, 6. Name the words for which **don't,** and **he's** stand.

7, 8. What words mean the same as *truly appeared*, and *at that time?*

10. It's wrong to be sorry ;
I *ought* to be glad ;
But he's the best birdie
That ever I had.

State something about **the garden, the sky, your finger, the window.**

☞ The statements made by the pupils should be written on the blackboard by the teacher, and then copied by the class.

Write very carefully the name of all the things you see in the picture.

VII.—MARY'S VISIT.

Pronounce distinctly :—

ea, ei, ay, ai, like a in mate.

great	veil	bears *(ea like a in care)*
steak	rein′ deer	pears *(ea like a in care)*
break	stay′ ing	heir′ ess *(ei as a in care)*
reigns	stray	Chat′ ham *(h silent)*
weight	sail′ or	niece *(neece)*
sleighs	straight	Dun das′

1. I have been staying at Chatham, twenty-eight miles from home. The country is very flat near the town, and the soil is rich, bearing great crops.

---

1. What words have the same meanings as *stopping* and *level* ?

2. I bought a veil and some cloth in a shop. They were sold to me by the shop-keeper's niece, who is an heiress.

3. The pears in some of the gardens here are splendid; they are of great weight.

4. A son of the friend whom I am visiting is a sailor. He told me he had seen reindeer drawing sleighs in Lapland. I would not like to live in such a land, where frost reigns. There are great bears there, which often kill the stray reindeer. They like a steak for breakfast, I suppose.

5. The roads in the country about here are quite straight. Some of those near Dundas, where my aunt lives, are not straight, because the land is very hilly.

Keep good company or none; never be idle, and always speak the truth.

---

4. Write this paragraph, using *pulling*, *rules*, and *large*, for words that have the same meanings as these words.

We speak of several children playing together as *a group of children*. A number of men standing together is *a group of men*. Words spoken or written one after the other may be called *a group of words*.

A statement is a group of words that states something.

Make statements about **a town, the soil, the heiress, the bears.**

Make statements each of which shall contain one of the following words: **eight,** *ate*; **son,** *sun*; **reigns,** *rains*.

VIII.—THE DISOBEDIENT BOY.

Pronounce distinctly :—

Eyre *(air)*	tru′ ant	par′ ents *(pair)*
Guelph	val′ ley	No′ va Sco′ ti a
wil′ ful	clay′ ey	knocked
o bey′	clothes	be come′

1. A boy of the name of Eyre, who lived in Guelph, was very wilful and would not obey his father or mother. At school he was just as bad, and would not obey his master. He would not heed his lessons, and was always at the foot of his class. At last the teacher told his father that he could not let such a lazy, bad boy stay at school to spoil the rest of the scholars.

2. He would often play truant, and say to his mother that he had been at school, when he had been off to the hill beyond the valley to play. But his mother saw where he had been by the red clayey mud on his clothes when he came home, and she wept to think that her son should have told her a lie.

3. When he became a man, he had the same

1. Write on your slates the words in the lesson that have the same meanings as *stubborn*, *give attention to*, and *remain*.

2. Write the paragraph, using for **often play truant**, **off**, **valley**, and **wept**, other words having the same meanings as these.

bad and idle habits, and his parents had to send him away.

4. A long time after this, when I was living in a town in Nova Scotia, a man knocked at my door. I opened it and looked at him. He was in rags. "Do you know me?" he said. I did not. "I am Richard Eyre, who was at school with you. I come to beg some food; I have had only a crust of bread since morning."

5. I took him in and gave him something to eat, and then he told me he had never done any good. "I did not obey my father and mother," he said; "God left me to myself, I grew worse and worse, and now I am begging and in rags, with my good name long since gone."

Begin well, and the habit of doing well will become as easy as the habit of doing badly.

Make statements about **clayey mud, his clothes,** and **Nova Scotia.**

What is the lesson taught by this story?

IX.—WHICH LOVED BEST?

Pronounce distinctly:—

for get' ting	re joiced'	help' ful
teased	ti' died	re' al ly

1. "I love you, mother," said little John;
Then, forgetting his work, his cap went on;
And he was off to the garden swing,
And left her wood and water to bring.

2. "I love you, mother," said rosy Nell;
"I love you better than tongue can tell."
Then she teased and pouted full half the day,
Till her mother rejoiced when she went to play.

3. "I love you, mother," said little Fan;
"To-day I'll help you all I can;
How glad I am there's no school to-day,
I'd rather rock baby than go to play."

4. Then, baby asleep, she fetched the broom,
And swept the floor, and tidied the room;

---

1. What word means the opposite of *remembering?*

2. What is meant by **rosy Nell, full half the day,** and **rejoiced?**

3. For what words do **I'll, there's,** and **I'd** stand?

4. What is meant by **fetched, tidied,** and **helpful?** What words mean the opposite of *idle*, and *sad?*

Busy and happy all day was she,
Helpful and happy as child could be.

5. "I love you, mother," again they said—
Three little children going to bed.
How do you think that mother guessed
Which of them really loved her best?

A little child may have a living heart,
Most dear and sweet;
And willing feet.

5. What is meant by **really loved?** Which loved best?

X.—SPRING.

Pronounce distinctly:—

weath' er	heav'y	dif' fer ence
stead' y	treas' ures	warmth
mead' ows	dead	cov' ered
in stead'	earth	blue (long *u*)
threat' en	read' y	beau' ty

1. Spring is the sweetest time we have. The weather is not so steady as in summer; but the difference between the cold of winter and the warmth of April and May is very great.

1. What is meant by **sweetest, steady?**

2. The buds swell on the branches, and soon the green leaves burst forth. The streams run bright in the sun. The flowers come back. The meadows are covered with grass, instead of with snow, as in winter.

3. If clouds gather and threaten, they pass quickly by, and the heavens shine out in the softest blue, before we have time to be sad. The birds, the cattle, the very flies and bees, seem joyful.

4. We cannot be dull or heavy. Summer is coming with all her beauty, and autumn with all her treasures. Winter is dead and gone. Everything on the earth seems ready to sing for joy.

A little child may have a ready hand,
Full of kind deeds
For many needs.

---

2. From what do **the green leaves burst forth?**
Name two words that have the same meaning as **streams.**
Write the names of eight colors.

4. Name some of *the beauties of summer* and *the treasures of autumn.*

threaten; show the appearance of some coming storm.

treasures; things very much valued.

Make statements about **April, May, green leaves, flies,** and **meadows.**

XI.—ON BOARD SHIP.

Pronounce distinctly :—

sight	tight′ ly	rig′ ging
right	bow′-lines *(ow* as in *crow)*	ca′ bles
fright	bil′ lows	glides
flights	fol′ lows	car′ ried
slight	hol′ low	Que bec′
migh′ ty	fur′ row	bathed

1. Have you ever been on board a great ship? How tall and straight the masts are. Then, there is the rigging, and what is called the

---

1. What words mean the same as *large*, and *high?*

crow's nest, and the boats with their oars, and the sails and yards, and bow-lines and cables, and the tanned and brawny sailors.

2. I should not like to be out among the great billows when the winds blow. But sailors know how to steer the ship, and they are pleased when the wind fills the hollow sails and follows fast after the ship, as it glides along, cutting a great furrow in the blue sea.

3. We once spent a part of the summer in Quebec; all day long fleets of ships, like flights of white birds, were in sight. We bathed daily when the weather was fair. One day I got a fright. There was a slight breeze which I did not mind. Tom and I were playing in the water, when a wave came with mighty force, and carried me back with it; Tom swam out and caught me tightly, and helped me ashore. How very kind he was!

Of what are **masts, rigging, oars, sails, yards, bow-lines,** and **cables** made? What is the **crow's nest?**

2. Write the paragraph, using *large waves*, *guide*, and *moves smoothly and swiftly*, instead of words which have the same meanings as these.

To what is the ship compared in the last part of the second sentence?

3. Read this paragraph, using instead of **fleets of ships, flights, daily, fair, slight breeze, wave,** and **mighty force,** words having the same meanings.

A little child may have a gentle voice,
And pleasant tongue,
For every one.

glides; moves smoothly and swiftly.

fleets of ships; numbers of ships in company.

flights of white birds; crowds of white birds flying together.

a slight breeze; a little wind.

mighty force; great strength.

Point out in the picture, and name (*with the aid of the teacher*) all the parts of a ship mentioned in the lesson. Make statements about these.

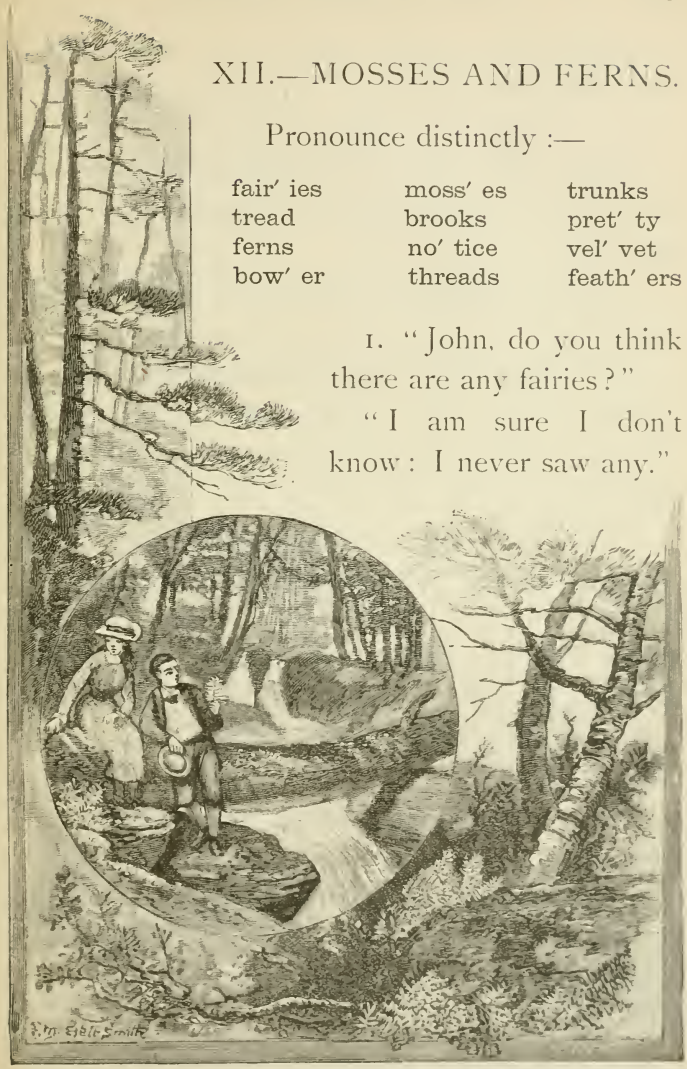
XII.—MOSSES AND FERNS.

Pronounce distinctly :—

fair′ ies	moss′ es	trunks
tread	brooks	pret′ ty
ferns	no′ tice	vel′ vet
bow′ er	threads	feath′ ers

1. "John, do you think there are any fairies?"

"I am sure I don't know: I never saw any."



1. Name, and write, the words which have the same meanings as *suppose*, *certain*, *step*, and *beautiful*.

"Nor I, but I never tread on this lovely moss but I think of fairies."

2. "I don't love moss as well as I do ferns."

"Oh, I do! Just think what a soft, green carpet the fairies would have to trip on if they lived here."

"Yes, but the ferns would make them a pretty bower."

3. "If the fairies love mosses, they must like to be near brooks, for I always notice that there is more moss near water than there is far away from it."

"Yes, and on the trunks of old trees."

"But, John, there is not such pretty green moss on old trunks if they are in a dry place."

4. "That is true. The moss is gray if it is not near any water."

"Did you ever see any little tips of red on moss, John?"

"Yes, I have seen them on gray moss, I think."

"Well, so have I. Look, John! this moss, so like green velvet, has little stems growing out of it that seem just like threads."

---

2. What word means *step lightly?*

3. What is meant by **brooks, notice, trunks?** On what does moss grow? On which side of a tree does it grow most thickly? Why?

5. "They do look like threads. I wonder if these little things on the top of the stems are the flowers?"

"I think they must be. They are not so pretty as the tiny red tips on the gray moss."

"No, they are not. Oh, see! Kate, here are little ferns growing out of this green moss."

6. "No, John, these are not ferns. Ferns grow up quite tall, but these little things are no bigger than the nail on your thumb."

"They look like ferns, I am sure."

"Yes, they do; only real ferns have a long, smooth leaf. This feels like moss."

"Perhaps, Kate, it is what mother calls fern-moss."

"Oh, yes, perhaps it is. We will take some home and ask mother about it."

"I mean to pick some ferns for her, too.

"Yes, do, John."

7. "See how pretty those ferns look, growing by the side of the brook. The wind waves them to and fro, and makes them look like green feathers."

"Yes, they do look like feathers. Let us go now; and do you get the moss while I get the ferns."

---

6. What words mean the opposite of *low* and *not true*?

7. What is meant by **to and fro**?

"I tell you, Kate, what we can do. We can make a hanging-basket of mosses and ferns for mother."

"To be good" is the mother of "to do good."

---

fairies; very small creatures, in human shape. They were long ago supposed to live on the earth.

bower; a sheltered or covered place made with branches of trees or plants bent or twined together.

Point to the commas and full stops.

The first letter of a statement should be a capital. A full stop should be placed at the end of a statement.

Write statements about **fairies, moss, ferns, a bower, brooks,** and **feathers.**

XIII.—MY GOOD-FOR-NOTHING.

Pronounce distinctly:—

an' swer	con triv' ing	frol' ic
ques' tion	mis' chief	lash' es
ring' lets	nod' dle	press' ing
bus' y	pon' der	em brace'

1. "What are you good for, my brave little man?
Answer that question for me, if you can,—
You, with your fingers as white as a nun,
You, with your ringlets as bright as the sun;

All the day long with your busy contriving,
Into all mischief and fun you are driving;
See if your wise little noddle can tell
What you are good for. Now ponder it well."

2. Over the carpet the dear little feet
Came with a patter to climb on my seat;
Two merry eyes, full of frolic and glee,
Under their lashes looked up unto me;
Two little hands pressing soft on my face
Drew me down close in a loving embrace;
Two rosy lips gave the answer so true,
'Good to love you, mamma, good to love you.'"

---

contriving; planning.
ponder; think about.
frolic and glee; play and joy.
embrace; hug.

This pretty lesson was written by a lady whose name is Emily Huntington Miller. The first letters (or *initials*) of her name are E. H. M. What are your Initials?

When initials are written, capitals are used, and a full stop is placed after each. Notice also that each word, which is a part of the name of a person, must begin with a capital.

Write, in full, the names of the people in your house.

Write the initials of each.

Write statements about **a question, mischief, a frolic, a loving embrace.**

XIV.—THE GOLDEN-ROBINS.

Pronounce distinctly :—

rob' ins	prove	ea' si ly
mu' sic	pret' ti er	re mem' ber
elm	rea' son	fin' ish

1. "Oh, John, the Golden Robins have come back!"

"Yes, I heard them three days ago."

---

1. The Golden-Robin is also called the Baltimore Oriole and Hang-bird.

"They are going to build a nest close to my window."

2. "What makes you think so?"

"This morning when I first got up I heard very sweet music. I looked out, and there on the elm tree were two dear little robins, singing away with all their might."

"Yes, but that does not prove that they will build a nest there."

3. "Look, John! There they go now, right to the old elm tree."

"They are not just alike, are they?"

"No, the male bird is much prettier than the female. His breast and wings are of a bright gold color. The female bird is almost brown."

4. "I wonder why they are not alike."

"I could not think of the reason, so I asked mother. She said that the female bird has to sit a long time on her eggs, and if her color was very bright she could be easily seen, and perhaps driven from her nest."

5. "I think they *are* going to build their nest there; they have some bits of string in their bills."

"Yes, that is what made me feel sure they were going to build their nest. I got a bunch of white

---

3. Write the names of the different kinds of trees which you can think of.

threads and put it on a bush where the robins could see it."

"Did they find it out?"

6. "They did. One robin went to it first; then he flew away and told his mate, and they both went and pulled out the threads."

"What made you think of threads? I should have got some straw."

"Don't you remember, John, how they built a nest last year on this same tree? It hung from a high limb like a little pocket."

7. "Yes! And father told us that Golden Robins always have hanging nests."

"That nest blew down in the fall, and I saw it. The outside was made of strings, but the inside was soft as down."

8. "I mean to get some wool and little feathers, and put them on the bush close to the threads. I know they will be glad of them, and we will watch them while they finish the nest."

Politeness is to do and say
The kindest thing in the kindest way.

---

6. What words have the same meanings as *companion* and *branch?*

Let each pupil write in full the names of his (or her) father and mother.

XV.—TO A ROBIN.

Pronounce distinctly :—

wel′ come	or′ phans	speech
breast	strewed	use′ ful
weath′ er	wheth′er	heav′ en

1. Welcome, little Robin,
With the scarlet breast,
In this winter weather
Cold must be your nest.
Hopping o'er the carpet,
Picking up the crumbs,
Robin knows the children
Love him when he comes.

2. Is the story true, Robin,
That you were so good
To the little orphans
Sleeping in the wood?
That you saw them lying
Pale, and cold, and still;
And strewed leaves about them,
With your little bill?

---

1. The robin spoken of in this lesson is the British robin, which is tamer than the Canadian thrush, which we usually call the robin.

2. What story is spoken of in this verse? Can you tell it?

3. Whether true or not, Robin,
We are glad to see
How you trust the children,
Hopping in so free.
Hopping o'er the carpet,
Picking up the crumbs;
Robin knows the children
Love him when he comes.

4. Though the little Robin
Has no gifts of speech,
He can useful lessons
To the children teach,—
Still to trust that blessing
Will be richly given,
When they ask their Father
For their bread from heaven.

---

2. What is meant by **strewed**?

4. What is meant by **gifts of speech**, **blessing**, and **richly given**?

What **useful lessons** may children learn from the robin? Which of these lessons is spoken of in the poem?

XVI.—THE RAIN-DROP.

Pronounce distinctly :—

with′ er	cheer	er′ rand
droop	re solved′	ri′ pened
de pend′	stalk	mo′ ments
sup port′	show′ er	flow′ er

1. There was once a farmer who had a large field of grain. He felt very sad to see it begin to wither and droop for want of rain.

2. This field was all he had to depend upon for the support of his family. He used to go out every day to look at his grain, and to see if there was any hope of rain.

3. One day as he stood in his field looking up at the sky, two little rain-drops up in the clouds over his head saw him. One of them said to the other, "Look at that poor farmer! I feel sorry for him. He has taken such pains with his field of wheat, and now it is drying up. I wish I could do him some good."

4. "Yes," said the other, "but you are only a little rain-drop. What can you do?" "Well," said the first, "I cannot do much, it is true; but,

---

1. What is meant by **to wither and droop**? Write the names of five kinds of **grain**.

2. What is the meaning of **the support of his family**?

at any rate, I can cheer the farmer. I am resolved to do my best. I will try. I will go down to the field to show my good-will, if I can do no more. So here I go."

5. And down went the rain-drop and came pat on the farmer's nose, and then fell on a stalk of wheat. "Dear me," said the farmer, putting his hand to his nose, "what is that?—a rain-drop? Where did that drop come from? I do believe we shall have a shower."

6. The first rain-drop had no sooner started for the field than the second one said, "Well, if you go, I will go too; so here I come;" and down fell that rain-drop on another stalk.

7. By this time a great many rain-drops had come together to hear what their friends were talking about. When they heard them, and saw them going to cheer the farmer, and to water the wheat, one of them said: "If you are going on such a good errand I will go too." "And I," said another; "and I," "and I," "and I," and so on till a whole shower of them came.

8. In this way the grain was all watered, and it

---

4. Write the word that has the same meaning as *have made up my mind*. What is meant by **good-will**?

5. Give the meaning of **came pat**.

7. What is meant by **a good errand**?

grew and ripened—all because the first little raindrop said it would try to do what it could.

Little moments make an hour;
Little thoughts, a book;
Little seeds, a tree or flower;
Water drops, a brook;
Little deeds of faith and love
Make a home for you above.

---

8. What is meant by **Little deeds of faith and love?**

to depend upon; to trust to. **to cheer**; to make glad.

What does the whole lesson teach us?

If you examine the lesson you have just read, you will notice that "*I*" *is always a capital when it is used instead of the name of a person.*

Write the names, in full, of five of your grown-up friends.

Write the same names, using initials for their Christian names.

Using "I" as the first word, tell, in short statements, *one thing that you saw this morning, one thing that you did on Saturday, where you were yesterday.*

Write these statements.

XVII.—A PICTURE LESSON.

LAND AND WATER.

pic′ ture nar′ row
is′ land *(eye-land)*
rap′ id edg′ es
ei′ ther Tues′ day
far′ ther flow′ ers

1. *Teacher.*—As many of you as would like to tell me what you see in this picture, may raise

your hands. That is good. I am glad to know that you are all ready. Ann may speak first.

2. *Ann.*—I see two girls, one sitting on a large, flat stone.

Ellen.—I see a pretty stream of water.

Kate.—I see a beautiful tree, and a small house in the distance.

Jane.—I see some flowers, some rocks, and a great many trees.

3. *Teacher.*—John may tell what the girls are doing.

John.—The girl who is standing up is pulling a little basket away from the one who is sitting; and the things in the basket are falling out.

4. *Teacher.*—George may tell about the stone on which the girl is sitting.

George.—It is a large, flat stone; and I think it is nearly square. It has six faces. I can see five edges and one corner.

5. *Teacher.*—What do you wish to say, Mary?

Mary.—The stone looks like the cube we had a lesson about on Tuesday; and it had six faces, twelve edges, and eight corners.

6. *Teacher.*—It has the same number of faces, edges, and corners as the cube had; but we can see only three faces, five edges, and one corner in the picture.

Who will tell me something about this pretty stream of water? John may tell all he knows about it.

John.—The stream is on the left hand side of the picture. It comes rushing down over the rocks. Near the tree it is very narrow. Farther off, beyond the tree, it is broader, and very smooth.

7. *Teacher.*—What do you call that part of the stream which comes rushing down over the rocks?

John.—A rapid; and I see a little island just above it.

8. *Teacher.*—Jane may tell us something about the flowers, and this beautiful tree.

Jane.—The tree has a large trunk, and long, graceful branches. I see flowers on the ground, at the foot of the tree.

9. *Teacher.*—We have no time now to talk about the house, and the other objects. You may go to your seats, and write down on your slates the names of all the things you can see in the picture.

All that you do, do with your might;
Things done by halves, are never done right.

---

7. What is **a stream, an island, a rapid?**
8. What is meant by **graceful?**

Write statements about **a trunk, a stream, a rapid, Tuesday,** and **a rock.**

Write your name, and the name of the place in which you live *(using the comma and the full-stop properly)*, thus:—

Mary Smith, Kapanee.

☞ The teacher is recommended to use other pictures for lessons similar to the above. Such exercises aid in the development of habits of observation, and, in addition, afford practice in oral and written composition.

XVIII.—A MERRY CHRISTMAS.

Pronounce distinctly:—

San′ ta Claus	Sav′ iour	Can′ a da
shone (*o* as in *on*)	chim′ ney	bal′ sam (*a* as in *fall*)
Beth′ le hem	an′ gel	al low′ ed
re peat′ ed	tid′ ings	pres′ ents
car′ ol	hun′ dreds	lo co mo′ tive

1. Willie and Elsie Black had no mother. With papa, baby, and the nurse, they spent Christmas in Fergus, at Uncle George Lane's. They went there the day before in the cars. Uncle George had three children, and they were all to have fine times.

2. "Do you suppose Santa Claus will find us here, papa?" asked Willie, as they were going from the train to Uncle George's house. "I think he will," said papa, laughing. "He knows the way all over the world."

3. When they went into the house, Uncle George, Mamma Lane, and the little ones were very glad to see them. But they were tired and went to bed early. Elsie slept with Rosa Lane. When they went into their room they looked out of the window. The sky was clear and the weather was cold. The new moon was shining, and they saw a great many bright stars. One star shone brighter than any of the rest.

4. "I wonder if that is the Star of Bethlehem," said Rosa. Elsie did not know, for she had no mamma to tell her about such things. Just then Mrs. Lane came into the room, and Rosa asked her mother about the star.

5. "Do you know what Christmas means, Elsie?" asked Rosa's mother. Elsie did not know.

"I know, mamma!" shouted Rosa; and she repeated these lines from a very old Christmas carol:—

"God rest you, merry gentlemen,
Let nothing you dismay;
Remember Christ our Saviour
Was born on Christmas Day."

"Christmas is the birthday of Jesus Christ," added Mrs. Lane. "The Star of Bethlehem led the wise men to the place where Jesus was. He was born in a stable, and the shepherds went

there to see Him. But go to sleep now, and I will tell you all about it to-morrow."

6. They went to sleep thinking of the infant Jesus, of the star, and of the shepherds. Elsie had heard how Santa Claus rode over the roofs of the houses in a sleigh drawn by eight reindeer. She slept so soundly that she did not hear the tramp of the deer. She did not know when Santa Claus came down the chimney.

7. But in the morning the stockings were full, and Santa Claus *must* have come. Elsie was the first to jump out of bed. She heard Willie laughing in the next room. Santa Claus had found his stocking.

"Merry Christmas!" shouted the children all over the house.

"Why do you wish me a Merry Christmas Willie?" asked Uncle George.

"I don't know—for fun!" laughed Willie.

8. "I'll tell you," said his uncle, as they sat down to breakfast. "The birth of Christ was a happy thing for the world. The angel said to the shepherds, when Jesus was born: 'I bring you good tidings of great joy.' For hundreds of years Christian people have kept the day as a

6. Are **reindeer** found in cold or warm countries? Name one country in which they are very useful.

happy time. In England and now in Canada, they make merry. It is a day of feasting as well as of praise to God. In England, they used to bring into the feast a boar's head on a great platter. The servant who carried it was followed by more servants with other dishes. It was a joyful time, and we still wish our friends 'A Merry Christmas.'"

9. They talked about the good times of old till the meal was over. Then they all went to church. Uncle George and others had dressed the church with cedar, balsam, and pine. It looked very pretty.

At dinner the children ate turkey, goose, plum-pudding, and mince-pie, till Mamma Lane thought they would be sick.

10. None of the little ones were allowed to go into the back parlor during the day, but at five o'clock, the large doors were thrown wide open. The children screamed with delight. There was a Christmas tree, hung all over with the presents Santa Claus had brought.

11. After they had looked at the tree for a time, Uncle George took the pretty things from it and gave them to the children. Willie got a locomotive like the one that had drawn the train. He was happy then. So were all the little ones.

They played as much as they could till seven o'clock. Then they were tired enough to go to bed.

12. The next day Elsie and Willie went home. The locomotive made many trips every day after that. Elsie's doll never said a word, but it always had a smile on its face.

One thing at a time, and that done well,
Is a very good rule, as many can tell—
Moments are useless trifled away;
So work while you work, and play while you play.

Santa Claus; the name given to St. Nicholas.
God rest you; may God give you rest.
carol; song of joy.
dismay; frighten.
tidings; news.
platter; a large, flat dish, for holding provisions on the table.
the train; a number of cars joined together.
allowed to go: let go.

Using "I" instead of your name, write short statements telling *one thing that you did last Christmas, where you were on that day, and how you enjoyed yourself.*

Write statements about **Santa Claus, Fergus, the cars, the locomotive, Bethlehem,** and **cedar.**

XIX.—MUD PIES.

Pronounce distinctly :—

house′ wives	shin′ gle (*shing gl*)	wea′ ry
Hen′ ry	squir′ rel	toil′ ing
ov′ en	bush′ y	dim′ ple-deep
Clar′ a	twirl	dough

1. Tell me, little housewives,
   Playing in the sun,
   How many minutes
   Till the cooking's done?

2. Henry builds the oven,
   Lucy rolls the crust,
   Clara buys the flour,
   All of golden dust.

3. Pat it here, and pat it there;
   What a dainty size!
   Bake it on a shingle—
   Nice mud pies!

4. Don't you hear the bluebird
   High up in the air?
   "Good morning, little ones,
   Are you busy there?"

---

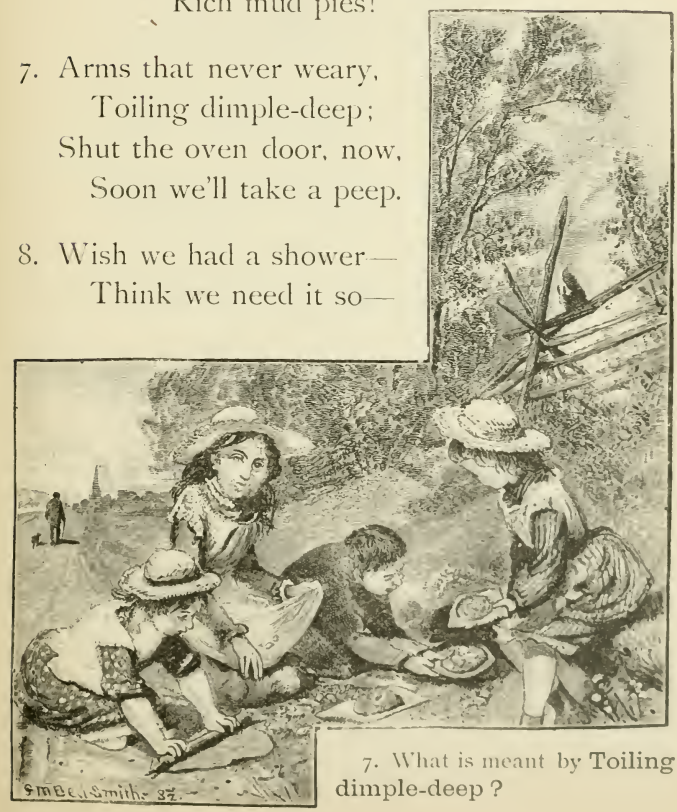
1. Explain the meaning of **housewives.**
3. What is meant by **pat it?**

5. Pretty Mister Squirrel
Bounces down the rail,
Takes a seat and watches,
Curls his bushy tail.

6. Twirl it so, and mark it so
(Looking very wise);
All the plums are pebbles—
Rich mud pies!

7. Arms that never weary,
Toiling dimple-deep;
Shut the oven door, now,
Soon we'll take a peep.

8. Wish we had a shower—
Think we need it so—



7. What is meant by **Toiling dimple-deep**?

That would make the roadside
Such a heap of dough!

9. Turn them in, and turn them out;
How the morning flies!
Ring the bell for dinner—
Hot mud pies!

——*All things must die.*
The stream will cease to flow;
The wind will cease to blow;
The clouds will cease to fleet;
The heart will cease to beat;
For all things must die.

---

dainty; little and neat. **twirl it**; turn it round.

Write out the last four verses.

Make statements, each containing, at least, one of the following words:—**flour**, *flower;* **there**, *their;* **buy**, *by;* **here**, *hear.*

In making a statement about yourself and some one else, mention yourself last, thus: George and I will go.

Write a statement about *yourself and a playmate, yourself and your mother.*

XX.—HENRY'S LETTER.

Pronounce distinctly:—

Perth	Ma′ bel	Co′ bourg
A′ pril	again′ (*agen*)	break′ fast
Charles	af′ ter wards	guessed

Perth, Ont., April 3rd, 1882.

My dear Charles:

I hope you are quite well. I am going to tell you what I do at home, as you were kind enough to tell me all that you do.

As soon as I get up, I feed my little chickens and my white rabbits. Then, when the time comes, I go to study. I read, and write, and spell.

Next, I go to play in the field

What does **Ont.** stand for? Why is a full-stop placed after it? What mark is put at the end of every sentence? How many sentences are there in Henry's letter?

with my sister Mabel, and we have fine fun.

At two, I study again. Then I feed my rabbits once more, for they eat so much. Afterwards I go out for a walk with Mamma. Then I go to bed.

I forgot to tell you that I eat my breakfast, dinner, and supper. Could you have guessed that?

Now good-bye, dear Charles.

Give my love to your brothers and sisters, and write to me soon.

Yours, with much love,

Henry Hall.

Master Charles Norton,
Cobourg.

Where did the writer of the letter live? To whom was the letter sent? In what town was his home?

XXI.—SET THE BIRDS FREE.

Pronounce distinctly :—

Que bec'
pur' chase
con fined'
smil' ing
won' dered
con' duct
dun' geon
re mained'

1. One day a sailor was walking through the streets of Quebec. On turning a corner, he came upon a man with a cage full of birds. The

1. What is **Quebec**? Where is it?

man had gone into the bush and had caught the birds, and he was now selling them to any person who would purchase them.

2. The sailor stood and looked at the poor little birds hopping about in the cage, and his heart was filled with pity to see them confined in such a small space. He thought of the time when they were free to fly about as they liked.

3. After looking at them a while, he asked the man what he would take for the birds. On hearing the price, the sailor at once paid it.

4. He then opened the door of the cage and took out one bird, which he allowed to fly away into the blue sky. The sailor looked after it with a happy, smiling face, and then he took out another, and set it free also. He went on in this way until he had set all free.

5. The man who was selling the birds wondered at his conduct, but the sailor said: "Ah! if you had been as long in a dungeon as I have been, you would know how sweet it is to be free, and would have pity on the birds."

6. The sailor had been on board a ship which

---

1. What word means the opposite of *purchasing?*

2. What do you understand by **space?**

4. What is meant by **allowed?**

5. What words have the same meaning as *was surprised at his behavior?*

had been taken in the wars. He had been thrown into a dungeon, where he remained for ten years, until peace came, and he was set free.

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits.

6. What word has the same meaning as *stayed?* What are **wars?** What is the meaning of the verse?

purchase; buy.
confined; shut up.
dungeon; a prison.
his conduct; what he had done.

XXII.—A SONG FOR LITTLE MAY.

Pronounce distinctly:—

wil′ lows	**breeze**	**drow′ sy**
break′ ing	**blos′ somed**	**mu′ sic**
woo′ ing	**or′ chard**	**lov′ eth**

1. Have you heard the waters singing,
Little May,
Where the willows green are bending
O'er their way?

Do you know how low and sweet,
O'er the pebbles at their feet,
Are the words the waves repeat
Night and day?

2. Have you heard the robins singing,
Little one,
When the rosy dawn is breaking,
When 'tis done?
Have you heard the wooing breeze
In the blossomed orchard trees,
And the drowsy hum of bees
In the sun?

3. All the earth is full of music,
Little May,
Bird and bee, and water singing
On its way.
Let their silver voices fall
On thy heart with happy call:
"Praise the Lord, who loveth all
Night and day,
Little May."

---

3. What is said to be the song sung by the **water**, by the **birds**, by the **breeze**, by the **bees**, and by **all the earth**?

Explain **with happy call**, and **Praise the Lord**?

when 'tis done; when the breaking of the dawn is finished.

wooing; courting.

drowsy hum; sleepy noise.

silver voices; clear, sweet voices.

Make statements containing the following words:—**pebbles, rosy dawn, hum, their voices.**

XXIII.—DO IT WELL.

Pronounce distinctly :—

worth	shone	Ham′ il ton
qui′ et	pol′ ished	pro mo′ ted
star′ tled	prov′ erb	clerk *(clark)*
hu′ mor	gen′ tle man	re quired′

1. "There, that will do," said Harry, throwing down the shoe-brush. "My boots don't look very bright. No matter; who cares?"

"What is worth doing at all, is worth doing well," said a quiet but pleasant voice.

2. Harry was startled, and turned round to see who had spoken. It was his father. Harry blushed. His father said: "Harry, my boy, your boots look very dirty. Take the brush and make them shine. When they are well done bring them to me."

3. "Yes, father," replied Harry. He then took up the brush in no very good humor, and brushed the boots until they shone nicely.

4. When the boots were polished he went to his father, who said: "My son, I want to tell you a short story. I once knew a poor boy whose

2. What is meant by **Harry was startled**, and by **blushed**?

mother taught him the proverb, 'Whatever is worth doing at all, is worth doing well.'

5. "That boy went to be a servant in a gentleman's family in the city of Hamilton. He took pains to do everything well, no matter how small it seemed. His master was pleased, and took him into his shop. He did his work well there.

6. "When he went to sweep out the shop, he did that well. When he was sent on an errand he went quickly, and did what he was sent to do properly. When he was told to make out a bill, he did that well.

7. "This so pleased his master that he promoted him step by step, until he became the head clerk. He worked so well as clerk, that he was made a partner. He is now a rich man, and wishes that his son Harry should learn to carry out the rule which made him prosper, and get on so well in the world."

8. "Why, father, were you a poor boy once?"

"Yes, my son, so poor that I had to be a servant in a family and blacken boots, and do other things of the same kind for a living. By doing these well, I was soon put to work which required

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5 and 6. Explain **took pains, an errand,** and **a bill.**

7. Write the paragraph using for **promoted, step by step, was made a partner,** and **prosper,** words having the same meanings as these.

more care and thought. By obeying the proverb, I became a rich man."

9. Harry never forgot what his father had told him. Ever afterwards, the remembrance of the story of his father's life drove from his mind any unwillingness to do his work well.

If a task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well, or not at all.

---

humor; temper.
promoted him; put him forward.
proverb; a wise saying.
a partner; one who has a share in the business.

Write statements about **a pleasant voice, a good humor, an errand, a partner, the rule, care and thought.**

XXIV.—THE LITTLE BIRD.

Pronounce distinctly :—

mel′ o dy mod′ est un no′ ticed

1. A little bird, with feathers brown,
   Sat singing on a tree;
   The song was very soft and low,
   But sweet as it could be.

2. And all the people passing by
   Looked up to see the bird,

That made the sweetest melody
That ever they had heard.

3. But all the bright eyes looked in vain,
For birdie was so small,
And with a modest dark-brown coat
He made no show at all.

4. "Papa, dear," little Gracie said,
"Where can this birdie be?
If I could sing a song like that
I'd sit where folks could see."

5. "I hope my little girl will learn
A lesson from that bird,
And try to do what good she can—
Not to be seen or heard.

6. "This birdie is content to sit
Unnoticed by the way,
And sweetly sing his Maker's praise
From dawn to close of day.

7. "So live, my child, all through your life
That, be it short or long,
Though others may forget your looks,
They'll not forget your song."

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6. Explain **content** and **unnoticed**.

melody; music. **modest**; not bold.

What is the difference between **made** and *maid;* **see** and *sea;* **way** and *weigh;* **praise** and *prays;* **close** and *clothes?* Write statements each containing, at least, one of these words. Repeat the lesson taught by the bird.

XXV.—WHAT MAKES TIME FLY?

Pronounce distinctly:—

ex act' ly (*egz*)	**prom' ised**	**skein** (*skane*)
sew' ing (*so*)	**gap' ing** (*a* as in *gay*)	**en tan' gled**
as sure'	**ex' cept**	**wound** (*ou* as in *bound*)
lis' tened (*liss'nd*)	**wind** (*i* as in *find*)	**dare' say**

1. "Are you very busy, mother?" said Ellen; "would you be so good as to look at your watch once more, and tell me what o'clock it is?"

"My dear Ellen, I have looked at my watch for you four times within this hour. It is now exactly twelve o'clock."

"Only twelve, mother! why, it seems a great deal more than an hour since you told me it was exactly eleven o'clock. It has been a very long, long hour. Don't you think so, Lucy?"

2. "No, indeed!" said her sister Lucy, looking up from what she was doing; "I thought it was a

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1. Point out the full stops and commas in the first six sentences. What is meant by **exactly?**

2. Write the paragraph, using other words having the same meanings for **I was quite surprised, assure,** and **remember.**

very short hour. I was quite surprised when mother said that it was twelve o'clock."

"Ah, that is only because you were so busy sewing! I assure you, Lucy, that I, who have listened to the ticking of the clock in the shop all the time, must know best; it has been the longest hour I can remember."

"The hour, in itself, has been the same to you and to Lucy," said her mother. "How comes it that one has thought it long, and the other short?"

3. "I have been waiting and wishing all the time that it was one o'clock, that I might go to my brothers, and see the soap-bubbles they promised to show me. Father said that they were not to begin till the clock strikes one. Oh, I have another long hour to wait," said Ellen, stretching herself and gaping; "another long hour, mother."

4. "Why should it be a long hour, Ellen? It may be long or short, just as you please."

"Well, mother, what can I do? I cannot make your watch nor the clock down-stairs go faster."

"And is there nothing you can do to make the hour go faster?" said her mother. "Why, you told us just now the reason that Lucy thought the last hour shorter than you did."

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3. What is meant by **wind**, **happened**, **skein**, **difficult**, **fully employed**, and **wound**?

5. "Oh, because she was so busy, I said."

"Well, Ellen, and if *you* were busy!"

"But, mother, how can I be busy about sewing as Lucy is? You know I am not old enough yet; I have never learned to sew."

"And is there nothing that people can be busy about except sewing? I am not sewing, and yet I am busy."

"Suppose, mother, I were to wind that skein of blue silk now, which you wished me to wind before night; perhaps that would make the hour shorter."

"You had better try it, my dear, and then you will know," said her mother.

6. Ellen took the reel and began to wind the silk. It happened to be a skein difficult to wind: it was often entangled, and Ellen's attention was fully employed in trying to get it right. "There, mother," said she, laying the reel of silk on the table after she had wound the whole skein, "I have broken it only five times; and I have not been long winding it, have I, mother?"

"Not very long, my dear; only half an hour."

"Half an hour! Dear me, it surely cannot be half an hour since I spoke last?"

7. Her mother showed Ellen her watch, and the little girl was surprised to see that it was half-

past twelve. "This has been a very short half-hour indeed, mother. You were right: having something to do makes the time seem to go fast. Now, I don't like winding silk; and I daresay that if I had been doing something I liked better, the half-hour would have seemed shorter still."

All that you do, do with your might;
Things done by halves are never done right.

I assure you; I tell you positively.

employed; used.

gaping; yawning.

entangled; twisted so as not to be easily unravelled.

attention; thought.

reel; a frame upon which thread is wound.

Write statements each containing, at least, one of the following words:—*our*, **hour**; **great**, *grate; so*, **sew**; **dear**, *deer; hole*, **whole**; **wait**, *weight*.

XXVI.—FRESH AIR.

Pronounce distinctly:

pro vi' ded	gar' ret	Scot' land
wheth' er	breathe	con' stant
bless' ed	Ire' land	re moved'

1. We cannot live without air. We require food two or three times a day, water every few

hours, but air we need every second. For this reason, we are at all times surrounded by air.

2. Whether we stand or sit; whether we dwell in a plain or on the hills; whether we go into the cellar under our house, or into the garret on the top of it, air is ever about us. God, who made it a law that man should breathe to live, also gave him air that he might obey that law. All that we have to do is not to shut out the blessed air which God gives us, but to receive it freely.

3. When we draw air into our lungs, it becomes impure, and if we breathe the same air for some time we feel hot and sick. If we were shut up in a close room without fresh air, we should soon die.

4. One stormy night, a ship was crossing from Ireland to Scotland. There were a great many people on board, and the captain put them all down into the hold of the ship, and shut the hatch, or covering. No fresh air could get in, and when the hatch was removed in the morning, it was

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1. What words have the same meanings as *need* and *always?*

2. What is meant by **a plain, hills, garret, blessed air, receive it freely?**

4. What is meant by **the hold of the ship, the hatch,** and **removed?** What words mean the opposite of *calm*, *few*, *opened*, *dead*, and *well?*

found that a great many had died, and those who were alive were very ill.

5. So constant is our need of air, that if we had to raise it to our mouths, as we do water when we drink, it would be the sole work of our lives—we could do nothing else. For this reason, God has sent the air to us, and has not forced us to go to the air. The great mistake which many of us make is, that we shut out the air which God gives us, and so bring on ourselves much sickness from which we might be free.

6. We should try to have always about us, in our dwellings, in our bed-rooms, and in our school houses, as much fresh air as we can.

A penny saved is two pence clear,
A pin a day's a great a year.

Early to bed and early to rise
Makes a man healthy, wealthy, and wise.

---

impure; not pure, mixed with other substances.

constant; unchanging, fixed.

sole; only.

Make statements each containing, at least, one of the following words or phrases: **a garret, breathe, obey, removed, impure air, our lungs.**

XXVII.—AN EVIL HABIT.

Pronounce distinctly:—

bran' dy	po lice' man *(leece)*	drunk' ard
diz' zy	ed u ca' tion	liq uor

1. Do you see that poor man trying to make his way along the street? He cannot walk straight, but he reels every now and then as if he would fall. Now he has fallen, and a crowd of rude boys stand around him, and mock and make fun of him.

What is the matter with him? Is he sick, or lame, or weak?

2. No, none of these, but he is drunk. He has been drinking beer and brandy, and every glass he has taken has made him more dizzy, until he has become unable to take care of himself. Soon a policeman will come and take him to the lock-up, where he will have to remain all night alone.

How sad it is that men will drink what takes away their reason and strength, and makes them such objects of scorn and pity.

3. Once that man was a pretty, bright little

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1. What is the difference in meaning between **reel** and the same word in Lesson XXV.?

boy. His mother loved him, and his father was proud of him. They sent him to school and gave him a good education.

But when he became a young man he went to the tavern and learned to drink. He soon lost his friends, his health, and his hope; now he is a poor drunkard, with no home, no friends, and no hopes.

4. How cruel it is to sell liquor which so injures health and destroys happiness, and how foolish to buy and drink it.

The best way is for boys and girls to say that no drop of strong drink shall ever cross their lips.

A little rule, a little sway,
A sunbeam in a winter's day,
Is all the proud and mighty have
Between the cradle and the grave.

---

reels; staggers.
rude; rough, unmannerly.
reason; sense.
objects of scorn; things to be looked down on and despised.
injures; hurts.

Make statements each containing one or more of the following words:—**would**, *wood*; **weak**, *week*; **none**, *nun*; **buy**, *by*.

XXVIII.—IF I WERE A SUNBEAM.

Pronounce distinctly:—

whit' est	grace' ful	hov' els (*o* as in *shovel*)
lil' ies	droop' ing	ra' di ance
wood' lands	low' li est	di vine'

1. If I were a sunbeam,
I know what I would do;
I'd seek the whitest lilies
The rainy woodlands thro';
Stealing in among them,
The softest light I'd shed,
Until each graceful lily
Raised its drooping head.

2. If I were a sunbeam,
I know where I would go;
Into the lowliest hovels,
All dark with want and woe;
Until sad hearts looked upward,
I there would stay and shine;

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1. Write the stanza, using for **I'd seek, rainy woodlands, stealing in among them, shed, raised,** and **drooping,** other words which will not change the sense.

2. What words have the same meanings as *to what place, sorrowful, in that place,* and *remain?*

Then they would think of heaven,
Their sweet home and mine.

3. Art thou not a sunbeam,
O child, whose life is glad,
With still an inner radiance
That sunshine never had?
As the Lord hath blest thee,
Oh, scatter rays divine,
For there can be no sunbeam
But must die or shine.

Consider the lilies of the field, how they grow: they toil not, neither do they spin; and yet I say unto you that Solomon in all his glory was not arrayed like one of these.

3. What is meant by **inner radiance?**

shed; scatter, spread about.
graceful; beautiful.
lowliest hovels; poorest huts.
woe; sorrow.
radiance; brightness.
rays divine; heavenly light.

Ask questions about **lilies, woodlands, heads, hovels.**

☞ The teacher should train the pupils to ask these questions with proper inflection.

XXIX.—THE TWO NEGROES.

Pronounce distinctly:—

schoon' er	low' ered	per' ish
tow' ards	im pos' si ble	ad dress' ing
cli' mates	di rect'	pre' cious (*preshus*)
voy' age	de cid' ed	at ten' tion
leaped	ne' groes	en gulf'

1. The schooner "Six Sisters" was sailing towards the Isle of France. It was one of those pleasant nights which are so delightful in warm countries. The passengers were all counting on having a good voyage.

2. All at once a flame leaped up in the darkness. A terrible cry of "Fire, fire," was heard; and in

a moment it was clear that the schooner was on fire, and that the fire was spreading very fast.

3. A boat was lowered. All the crew and passengers crowded into it, until they were so heaped together that it was in danger of sinking. Being so full, it was impossible to direct its course. The danger increased at every moment. It seemed as though the boat must go down.

4. At length, it was decided that two persons should be cast into the sea, in order that the others might be saved. But upon whom should the choice fall?

5. At the bottom of the boat, two negroes were paying the most careful attention to their mistress, who was weeping and holding out her arms to her little child. Every eye was fixed on these negroes. It was soon settled that they should die. But they were men of great strength. Before they could be cast into the sea, they would struggle fiercely, and the boat would, perhaps, be capsized. And yet the moments were very precious. Each wave of the sea seemed as though it would swallow up the boat.

6. The captain, who must have been a great coward, said in his despair to the sailors: "Throw the lady and her baby overboard." One of the negroes heard this. He whispered a few words

to his companion, and then said to the lady, "He and I will take the place of you and your child."

7. Then, addressing the captain, he said, "Promise us to save them, and we will at once jump into the sea."

"I promise you," said the captain.

8. "Poor little darling, give me one kiss," said the negro as he placed his dark lips against the white cheeks of the child. "Good-bye, little master. Good-bye, mistress."

9. The other negro having also kissed the child, they lifted up their hands to heaven, jumped overboard, and disappeared in the midst of the waves.

Remember that though it is a good thing to be a great man, it is a great thing to be a good man.

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schooner; two-masted vessel.
Isle of France; usually called Mauritius, an island in the Indian Ocean.
delightful; very pleasing.
voyage; journey by water.
to direct its course; to steer it.
capsized; upset.
very precious; of great worth.
despair; hopelessness.
addressing; speaking to.

Write the first three paragraphs, using for **schooner, towards, delightful, clear, passengers, counting on, voyage, leaped, terrible, moment, lowered, crew, impossible, to direct its course, grew,** and **go down,** other words having the same meanings as these.

What word in the fourth paragraph has the same meaning as **settled**, in the fifth?

Ask questions about **a schooner, fire, the crew, negroes,** and **waves.**

☞ See note to Lesson XXVIII.

XXX.—I CAN DO WHAT I LIKE WITH MY OWN.

Pronounce distinctly:—

re proved'	sav' age	in ter fered'
Lon' don	grieved	lis' ten (*t* silent)
plead' ed	cru' el ly	at tached'

1. One day a gentleman saw a boy beating a dog, and when he reproved him for it the boy said, "It is my own dog; I can do what I like with my own." "O no, you cannot," said the gentleman: "you have no right to use a dog badly. Let me tell you a story."

2. "A judge was once passing over a common near London, England, when he saw a man beating his horse in a very cruel way. He begged the man not to be so cruel to his beast, but the more he begged the more savage the man became. 'It is my own horse,' said he, 'and I shall do what I like with my own.'

2. What is meant by **a common,** by **cruel,** and by **savage**?

3. "The judge was greatly grieved, because the horse had been more cruelly beaten than it would have been if he had not interfered. He saw that words were of no use, and that the man would not listen to reason, so he took his walking-stick and laid it about the fellow's shoulders.

4. "The man was a great coward, as most cruel people are, and, instead of returning the blows, he said to the judge, 'What right have you to hit me with that stick?' 'I have the same right to hit you as you have to hit that horse,' said the judge. 'The stick is my own, and if you can use *your horse* as you like, because it is your own, I can use *my stick* as I like, because the stick is my own.'"

5. By the time the gentleman had finished telling this story, the boy felt ashamed of his cruelty, and he promised him not to beat his dog again.

6. We have no right to do anything wrong even with what is our own. We have nothing but what God has given us, and to every one of His gifts there is some duty attached. Thus, if He gives us money, we must use it wisely; if

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3 and 4. Write the paragraphs, using other words having the same meanings for **greatly grieved, interfered, of no use, most, instead of, returning,** and **hit.**

6. Write the names of twelve dumb animals. Why are the first letters of **His** and **He** capitals? Name some of **God's gifts** and the duties attached to them.

He gives us learning, we must use it for the good of our fellow-men; if He gives us power over poor dumb animals, we must use it for their benefit as well as for our own.

reproved; found fault with.
greatly grieved; much vexed, very sorry.
there is some duty attached; there is something joined that we are bound to do.
interfered; meddled.
their benefit; their good.

Write statements, each containing one or more of these words:—**right, England, like, been, beat, judge,** and **poor dumb animals.**

XXXI.—SOMEBODY'S MOTHER.

Pronounce distinctly:—

re' cent	laugh' ter	guid' ed
through	hast' ened (*t* silent)	a' ged
anx' ious	group	bowed (*ow* as in *cow*)

1. The woman was old, and ragged, and gray,
And bent with the chill of the winter's day;

The street was wet with a recent snow,
And the woman's feet were aged and slow.

2. She stood at the crossing, and waited long,
Alone, uncared for, amid the throng

Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

3. Down the street, with laughter and shout,
Glad in the freedom of "school let out,"

Came the boys, like a flock of sheep,
Hailing the snow, piled white and deep.

4. Past the woman so old and gray
Hastened the children on their way,

Nor offered a helping hand to her,
So meek, so timid, afraid to stir

5. Lest the carriage wheels or the horses' feet
Should knock her down in the slippery street.

At last came one of the merry troop—
The gayest laddie of all the group;

6. He paused beside her and whispered low,
"I'll help you across if you wish to go."

Her aged hand on his strong, young arm
She placed, and so, without hurt or harm,

7. He guided the trembling feet along,
Proud that his own were firm and strong.

Then back to his friends again he went,
His young heart happy and well content.

---

5. What two words here have the same meaning?

6 and 7. What words have the same meanings as *stopped*, *near*, *aid*, *old*, *laid*, and *in this way?*

8. "She's somebody's mother, boys, you know,
For all she's aged, and poor, and slow;

"And I hope some fellow will lend a hand
To help my mother, you understand,

9. "If ever she's poor, and old, and gray,
When her own dear boy is far away,"

And "somebody's mother" bowed low her head
In her home that night, and the prayer she said

10. Was, "God, be kind to the noble boy,
Who is somebody's son, and pride, and joy."

---

recent; new. **throng**; crowd. **hailing**; welcoming.

Name words in the first eight couplets, or four paragraphs, which have the same meanings as *cold*, *look*, *hurried*, *easily frightened*, and *move*.

Write the last fourteen lines, using instead of **guided**, **the trembling feet**, **firm**, **friends**, **content**, **away**, words having the same meanings as these.

XXXII.—HOW TO READ.

Pronounce distinctly:—

neph′ ews (*nev*)	ech′ oed	shrill
niec′ es (*neeces*)	heed′ ing	dis tinct′ ly
prim′ er (*primm*)	Can a′ di an	rap′ id ly

1. One day Uncle Fred, who was sitting in his arm-chair, called his little nephews and nieces about him. I think there were five in all. Let me see—George, James, Jennie, Grace, and Eva!

2. "Well, children," said Uncle Fred, "do you know how to read?"

"Why, what a question!" said George. "Of course we do. We have all been to school three years."

3. "Yes," said Grace; "and I have been through the 'Primer' and the 'First Royal Canadian Reader,' and a good part of the 'Second Reader.'"

"So have I!" said James. "And I! and I!" echoed the others. "And grandma says I can read the hard words in her big Bible almost as well as she can," added Jennie.

4. "Why, what a wonderful set of nephews

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1. What are **nephews** and **nieces?** Write the names of Uncle Fred's nieces.

3. What is *an echo?*

and nieces I have!" said Uncle Fred. "How wise all of you must be! Here, James, read this verse for me as well as you can."

5. "So James took the book which his Uncle Fred handed him, and read the verse very rapidly, without heeding the stops.

6. "You may read the next verse, Jennie."

Jennie obeyed, and read in a high, shrill tone, very unlike the charming tone in which she always talked.

7. "Here, George," said Uncle Fred, "read the next verse."

George tried to do his best, and shouted so loud that Uncle Fred pretended to shut out the noise by putting a finger in each ear.

8. "Now, it is your turn, Grace."

Grace read the next verse in what is called a sing-song manner:

> And then he ran to *her* and laid
> His head upon her *arm*;
> As if he said, I'm *not* afraid,
> You'll keep me from all *harm*.

9. "*You* have not read, Eva. You were not so sure that you knew how to read, but you may try."

Eva took the book and read her verse in a very

---

6. What is meant by **shrill tone**, and **charming**?

pleasant tone, as if she were talking or telling a pretty story.

10. "Now, children," said Uncle Fred, "I think *one* of you knows how to read. Can you tell me which it is?"

"If you mean the one who reads best, I know," said Grace. "I think Eva does."

11. "*Why* does she read best?"

"Because she didn't read too fast," said James.

"And I think it is because she spoke so plainly," said George.

12. "What do *you* say, Jennie?" asked Uncle Fred.

"I think it is because she understood what she read," said Jennie.

"And *I* think she *enjoyed* reading it," added Grace.

13. "Right, children!" said Uncle Fred. "You have all given me good answers, which shows that you are learning to think, if you are not learning to read well. If you will all remember what each one has just said, you will be good readers one of these days.

14. "Read *slowly*, *distinctly*, *intelligently*, and *as if you enjoyed it*, and you will all be as good readers as Eva."

15. "A great deal better, I hope," said Eva.

"I want to be as good a reader as my teacher. The half-hour given to the reading-lesson in school always passes pleasantly. *She talks with us about the stories, and what they mean, before we read them to her.*"

16. "She must be a good teacher," said Uncle Fred, patting Eva on the head. "Now you may all go and have a good game at 'hide and seek.'"

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us,
Footprints on the sands of time.

* * * *

Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

---

echoed; repeated.
distinctly; plainly.
intelligently; understandingly.
enjoyed it; was pleased with it.

Write statements, each containing at least one of these words: **verse, heeding, Bible, learning.**

XXXIII.—CLEANLINESS.

Pronounce distinctly:—

im por' tant	mois' ture	ne glect'
at tend' ing	dis eas' es	tow' el
hun' dreds	clean' li ness (*clenn*)	thor' ough ly (*thur*)
per spire'	un whole' some	cleanse (*clennz*)

1. I have often seen children whose hands and faces were so dirty that you would think they had not been well washed for a week.

---

1 and 2. **Well** and **can** have more than one meaning: give these meanings. What is the difference between **week** and *weak*, **no** and *know*?

2. Now, every child ought to learn how very important it is to keep not only the face, but the whole body clean. No one can long have good health without attending to this. I will tell you why.

3. The skin, which covers the body, is full of very tiny holes—so small, indeed, that many hundreds of them can be covered with a five-cent piece. Through these holes—or *pores*, as they are called—we perspire, that is, our bodies give out a moisture. We notice this most during hot weather, but the fact is, we are always perspiring, more or less, even during the coldest day of winter.

4. Now, if this moisture be allowed to remain on the skin, it becomes mixed with dust, and soon forms into a crust of dirt which closes up the pores, and thus causes many diseases.

5. Most diseases of the skin arise from a want of cleanliness. These diseases will not remain long among people of cleanly habits.

6. Nearly all fevers first show themselves among people who live in close, dirty houses, breathe bad air, use unwholesome food, and wear dirty clothes.

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3 and 4. Write the paragraphs, using for **the body, very tiny, perspire, moisture, notice, fact, perspiring, allowed to remain, closes up,** and **diseases,** words having the same meanings as these words and phrases.

6. What meaning has **close** when it is pronounced like *cloze*?

No filth of any kind should be allowed to lie in the streets. The towns which are the cleanest are always the most healthy.

7. The very brutes set us an example of cleanliness. Most of them seem uneasy and do not thrive well if they are not kept clean. A horse which is kept clean will grow fat on less food than one that is not well attended to. You may have seen the delight with which a little bird in a cage takes its bath. How it splutters, and shakes its feathers, and then when it has dressed itself, how gaily it sings.

8. Surely, then, all children should be careful not to neglect the use of fresh water, soap, and a rough towel. They should bathe and thoroughly cleanse their bodies every day.

9. Some boys are such cowards that they are afraid of a drop of cold water. A brave boy would no more think of neglecting to wash himself because the water was cold, than he would think of running away from his friends when they were in danger.

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attending to this; looking after this.
fact; truth.
allowed to remain; let stay.
diseases; sicknesses.
unwholesome; unhealthy.
neglect; omit.
thoroughly; fully.

7. Name words that mean *dumb animals*, *prosper*, *cared for*, *joy*, *merrily?*

8. Write the paragraph, using for **surely**, **neglect**, and **thoroughly cleanse**, other words which will make sense.

XXXIV.—THE WATER-MILL.

Pronounce distinctly :—

mer′ ri ly	noi′ si ly	pet′ ti coats
wag′ gon	whir′ ring	whirl′ ing

1. "Any grist for the mill?"
   How merrily it goes!
   Flap, flap, flap, flap,
   While the water flows.
   Round about and round about,
   The heavy mill-stones grind,
   And the dust flies all about the mill,
   And makes the miller blind.

2. "Any grist for the mill?"
   The jolly farmer packs
   His waggon with a heavy load
   Of very heavy sacks.

---

1 and 2. What words have the same meanings as *happily*, *playful*, *fills*, *bags*, and *around*? What is meant by **grist**?

Noisily, O noisily,
The mill-stones turn about;
You cannot make the miller hear,
Unless you scream and shout.

3. "Any grist for the mill?"
How quickly it goes round,
Splash, splash, splash, splash,
With a whirring sound.
Farmers, bring your wheat to-day,
And bakers, bring your flour;
Dusty millers, work away,
While it's in your power.

4. "Any grist for the mill?"
Alas! it will not go;
The river, too, is standing still;
The ground is white with snow.
And when the frosty weather comes,
And freezes up the streams,
The miller only hears the mill,
And grinds the grain, in dreams.

5. Living close beside the mill,
The miller's girls and boys
Always play at make-believe,
Because they have no toys.

---

3. Explain **While it's in your power.**

5. What is meant by **play at make-believe,** and **the little petticoats?**

"Any grist for the mill?"
The elder brothers shout,
While all the little petticoats
Go whirling round about.

6. The miller's little boys and girls
Rejoice to see the snow;
"Good father, play with us to-day;
You cannot work, you know.
We will be the mill-stones,
And you shall be the wheel;
We'll pelt each other with the snow,
And it shall be the meal."

7. Oh, heartily the miller's wife
Is laughing at the door;
She never saw the mill worked
So merrily before.
"Bravely done, my little lads,
Rouse up the lazy wheel!
For money comes but slowly in
When snow-flakes are the meal."

---

6. What is meant by **rejoice** and **pelt**? Why cannot the miller work? What kinds of **meal** may be ground at a mill?

a whirring sound; a humming noise, like that made by partridges when flying from the ground.

Write neatly the full names of the scholars in your class. Write their initials.

XXXV.—SPIDERS.

Pronounce distinctly:—

spi' der	gauz' y	moth (*th* as in *thin*)
mi' cro scope	in vades'	moths (*th* as in *this*)
sev' er al	un wa' ry (*way*)	wind' ing
joints	seiz' es	e las' tic
del' i cate	vic' tim	strug' gling

1. Look at this spider's web; it stretches right across the rose trees! I wonder where Mr. Spider is. I have been looking for him everywhere; he must have got lost among the bushes.

2. No! he is hanging here, head downwards, under the middle of his net, watching for any little careless fly that may come headlong into his toils,

---

1. What is the meaning of **right across**?

2. What words mean the opposite of *upwards* and *thoughtful*? What word has the same meaning as **nets**?

quite ready, no doubt, to carry it to his home, and eat it for his breakfast.

3. If you look at this spider, you will see that he has eight legs, and if you observe one of his legs through a microscope, you will notice that each leg has several joints, and that at the end of the last joint there are hooks very much like the claws of a cat.

Most spiders have eight eyes, but some have six, and a small number have only two.

4. But how do spiders make such delicate gauzy webs, so fine and yet so strong?

The body of each spinning spider is provided with a number of little bags, full of a kind of gum. Each bag is full of little holes, through which very fine threads are drawn; these stick together, and form a thread strong enough to bear the weight of the spider.

5. So long as the bags contain gummy matter, the spider can go on spinning; but when they are empty, he must wait until more gum is formed.

---

4. Write this part of the lesson, using for **is provided with, kind, form,** and **bear,** other words having the same meanings as these words. What little word can be used for **is provided with?**

6. There are many kinds of spiders. The house spider and the garden spider are best known.

7. Of these, the first is not often allowed to spin in peace. The housemaid, with a broom, invades the sly corner where he sets his net to catch unwary flies and moths.

8. When the spider is left alone, he soon spins a web, and then goes into a corner to watch for his victims. If a poor fly touches the web, it is caught. Its feet are not, like the spider's, made to walk on the web, and Mr. Spider rushes down from his corner, seizes the fly, and kills it.

9. If a large moth or a bluebottle is caught, the spider seizes it, and kicks it round and round, at the same time winding a strong elastic web about it. When the wings of the insect are fastened down, the spider goes away, and leaves it to tire itself out by struggling.

An idle soul shall suffer hunger, but the hand of the diligent maketh rich.

---

7. What is meant by **allowed** and **sets**? Explain **sly corner.**

8. What is meant by **seizes the fly**?

9. What is meant by **struggling**?

headlong; without thought, carelessly.
microscope; a glass for looking at very small objects.
several; more than two.
delicate; fine.
gauzy; light.
provided; furnished.
invades the corner; goes into the corner as an enemy.
unwary; heedless.
his victims; the creatures he intends to destroy.
elastic; springy.

Make sentences, each containing, at least, one of the following words or phrases: **spiders, headlong, a microscope, moths, the web.**

XXXVI.—SPIDERS.

(*Part Second.*)

Pronounce distinctly:—

cun′ ning	**pris′ on er**	**ex act′ ly** (*egz*)
hast′ ens (silent *t*)	**loos′ ened**	**pal′ ace**
ob serv′ ing	**prey**	**fa′ vor ite** (*it*)
plunged	**var′ nish**	**man′ sion**
re paired′	**liq′ uid**	**hinge**

1. But mark the cunning of the spider. If a wasp or a bee gets caught in his web, he either hastens to set it free by cutting the web, or, if he feels himself strong enough, binds his victim with threads; always taking care to keep out of the way of its sting.

2. "I was gardening one morning," writes a

1. What words have the same meanings as *notice*, *slyness*, *hurries*, and *ties?* What is the meaning of **victim**?

2. For what word may *noticing* or *marking* be used?

gentleman who was fond of observing insects, "when a wasp came buzzing near my ears. I struck it away with my hand, and it fell into a rose-bush.

3. "In this bush a garden spider had spun her web. The wasp fell right into the middle of it, and every leg was fast except one. With this leg, the wasp began to kick and struggle. It plunged, and shook the web till it got a second leg loose; then, with these, it fought for several minutes till three legs were free.

4. "I began to think that if it were left alone, it would fight its way out of the web. But the spider came out to see what was the matter. She ran round and round the wasp, taking care to keep away from its sting. As fast as the web was broken, she repaired it.

5. "As long as her prisoner did not seem likely to get out, she was satisfied with mending the web, but as soon as three legs had been loosened she took another way to secure the prey. Fastening a thread to one side of the web, she threw it over the wasp, ran round to the other side, and drew

---

3. For what word may *but* be used? What is the meaning of **struggle**?

4. What word in paragraph 7 has the same meaning as **repaired**?

the thread tight, just as you have seen a man fasten a rope over a load of hay. She then threw the thread over several times, and drew it tight each time.

6. "In a few minutes, the wasp was tied up in the web, and there was no chance of its getting out. It was then killed by the spider. I watched her strip it of its wings and fine feathers. She carried away its legs and its whole body.

7. "She then mended every broken thread, and left the web as neat as it was before the wasp fell into it."

8. The little field-spiders spin their nets over the ground, and on the bushes, to catch their prey. In autumn, when the dew is on their webs, the fields look as if the fairies had had a grand wash, and had hung out their delicate robes to dry.

9. The water-spider lives entirely under water. He certainly would not be able to keep a dry roof over his head if he did not make for himself a little house into which the wet cannot get.

8. What is meant by **delicate robes**?

10. He spins loose threads to the leaves of plants under the water, and over these threads he spreads a kind of varnish like liquid glass, so elastic that he can make his house large or small as he pleases.

11. He then coats himself with a little of the varnish, to make a sort of waterproof cloak, and comes to the top of the water to get some air.

12. It is not exactly known how this spider draws a bubble of air under his waterproof; but he does so, and carries it to his house, and returns again ten or twelve times for more air-bubbles. When he has enough air, he takes up his abode in his palace under the water.

13. There are many kinds of spiders which do not spin webs, but which get their living in all sorts of artful ways. A rolled-up leaf is the favorite hiding-place of one kind, and from this he darts upon any insect that may chance to pass. Another chooses the inside of a flower, and pounces upon the unwary insects that come in

---

10. How can his house be made **large or small** as he wishes?

11. What word means *covers?*

13. What words in the second and third sentences have the same meaning?

12 and 13. Write the paragraphs, using for **draws, carries, returns, enough, abode, favorite hiding-place,** and **unwary,** other words having the same meanings.

search of honey. Others choose for their hiding-place a hole in the wall, or in the bark of a tree.

14. The mason-spider makes for himself a comfortable home in the ground. He bores in a bank a hole about as large as a man's finger, and lines this hole with silky down to keep out the damp. The most wonderful part of this spider's mansion is the "trap" door. It is made of earth and fine silky down, and has a wonderful hinge, on which it opens and shuts.

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14. Tell what **ground, bank,** and **down** mean here, and give other meanings for the same words.

insects; creatures, such as flies, bees, and moths.
secure; make safe.
the prey; that which is caught to be eaten.
liquid glass; melted glass.
abode; dwelling.
palace; grand house.
artful; sly.
mansion; large house.

Write sentences, each containing one of the following words or phrases: **comfortable home, man's finger, most wonderful, mansion,** and **linger.**

XXXVII.—THE BROWN THRUSH.

Pronounce distinctly:—

thrush med' dle touch ju' ni per

1. There's a merry brown thrush sitting up in a tree;
"He's singing to me! he's singing to me!"
And what does he say, little girl, little boy?
"Oh, the world's running over with joy!
Don't you hear? don't you see?
Hush! Look! In my tree,
I'm as happy as happy can be."

2. And the brown thrush keeps singing, "A nest do you see,
And five eggs, hid by me in the juniper tree?

Don't meddle! don't touch! little girl, little boy,
Or the world will lose some of its joy!
Now I'm glad! now I'm free!
And I always shall be,
If you never bring sorrow to me."

3. So the merry brown thrush sings away in the tree,
To you and to me, to you and to me;
And he sings all the day, little girl, little boy:
"Oh, the world's running over with joy!
But long it won't be,
Don't you know? don't you see?
Unless we are as good as can be."

---

2. What word has the same meaning as *interfere?* (See Lesson XXX., page 74.)

Write statements, each containing, at least, one of the following words or phrases: **a brown thrush, lose, none, juniper tree.**

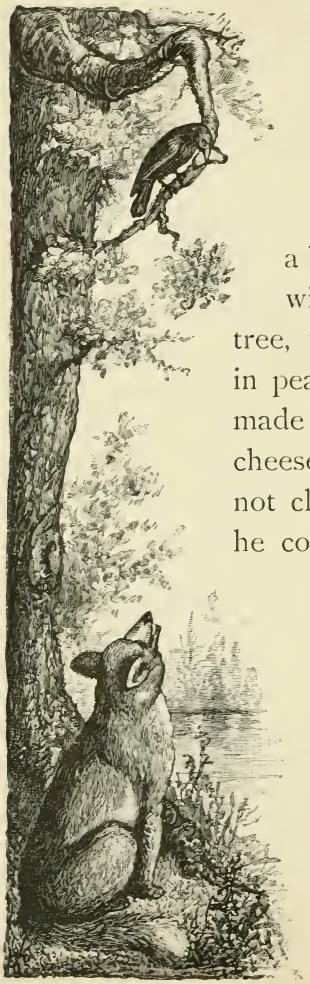
Write questions about *a boy*, *the world*, *your home*, and *your lessons for to-morrow*.

☞ All statements and questions are sentences. After this when you are asked to write sentences, you may write statements or questions.

Do not forget that *every sentence should begin with a capital;* that *every statement should end with a full stop*, and that *every question should end with a question-mark*.

XXXVIII.—THE CROW AND THE FOX.

Pronounce distinctly:—



flew (*ew* like *u* in *cure*)	**fig′ ure** (long *u*)
de vour′	**si′ dled**
flown	**stu′ pid** (long *u*)
el′ e gant	**ech′ oes**
	chuck′ le

1. A crow one day stole a bit of cheese and flew away with it to the branch of a tree, where he could devour it in peace. A fox saw him, and made up his mind to get the cheese from him. But he could not climb the tree, and, even if he could, the crow would have flown away long before the fox could have got near him.

2. Being unable to get the cheese by force, he thought he would try a trick.

So he stole up quietly

---

1. What other meaning has **saw**? Write a word that is pronounced like **peace.**

to the foot of the tree, sat down there, crossed his arms, gave his tail an elegant twist, opened his wicked mouth, and began to talk to the crow.

3. "What a lovely bird you are," he said. "I never saw such a glossy jet black; and then your back and neck have such bright blue tints. Your wings are beautifully formed, and your whole figure is grace itself. No bird in the sky, no bird on tree or rock or bush, can be compared with you."

4. The crow, delighted with these words, sidled about with pleasure, and thought what a nice, good, clever gentleman the fox was.

5. The fox went on: "You are all I have said, and more; but, do you know, I never heard you sing? If your voice is equal to your lovely color and elegant shape, you are matchless—you are the wonder of the world. Will you not favor me with a little song?"

6. The crow at once opened his bill and uttered a loud caw. Down fell the cheese to the ground; up jumped the fox, sprang upon the cheese, and ate it up. And, as the fox disappeared into the wood, the stupid crow heard the echoes of a chuckle that told him what a fool he had been.

---

5. What is meant by **Will you not favor me?**

6. Write the paragraph, using for **uttered, disappeared,** and **echoes,** words that have the same meanings.

The flattery of others will never hurt us, if we do not flatter ourselves.

---

devour it; eat it greedily.
elegant; beautiful.
glossy; smooth and shining.
is grace itself; is as beautiful as it can be.
compared with you; said to be like you.
tints; colors.
sidled; moved sideways.
matchless; without an equal.
chuckle; short, half-smothered laugh.
flattery; false praise.

Write on your slate, and pronounce to your teacher, **blue**, *blew*, **flew**, *cure*, *tune*, *new*, *stew*, *dew*, and *newspaper*.

SECOND READING BOOK.

PART II.

I.—FROGS.

Pronounce distinctly:—

tad′ pole	grad′ u al ly	al though′
per′ fect	gills (*g* as in *get*)	cu′ ri ous
beads	lungs	tongues
dis′ tance	ap prove′	length (not *lenth*)

1. Have you ever seen a tadpole? If you

have, perhaps you did not know that the funny-looking thing with a long tail and without legs would some day become a perfect frog.

2. The fish-like tadpole goes through many changes before it becomes a grown-up frog. First of all, you may see in a ditch or pond patches of something looking very much like bunches of beads made of jelly. These are the eggs. They float on the surface of the water, and, at a distance, look like froth or air bubbles. After a few days, from each egg there is hatched a tiny tadpole which has a long, fish-like tail, by means of which it swims about, but at first it has no legs. Soon the hind legs begin to grow, and these are followed by the two fore ones; then the tail gradually becomes less and less, until it quite disappears.

3. While living under the water, the tadpole breathed like a fish through gills; but now that it has become a frog its lungs have grown, and it breathes the air chiefly through its mouth, but partly through its skin.

4. Behold him now a bright-eyed frog hopping on dry land. How he does puff, as if he did not at all approve of being a frog!

5. Why does he puff and pant in this way? He is only breathing, and he cannot help making all that fuss about it; because, although he has

---

2. Write the paragraph, using for **becomes, pond, surface, at a distance, tiny, by means of which, begin and fore,** other words having the same meanings.

lungs, he has no ribs, and, for that reason, cannot breathe easily.

6. Another curious thing about the frog is, that although he has a row of teeth in his upper jaw, he never bites, and indeed never uses his teeth.

7. Frogs feed on flies, ants, spiders, worms, beetles, and even snails. By means of their long tongues they catch their prey very quickly, and swallow it whole and alive.

8. Everybody knows that a frog can leap; but how far, do you think? About ten or twelve times its own length at one jump. At the same rate, how many feet would you be able to leap?

---

6. What is the meaning of **curious**? Give two different meanings for **row**.

7. What is meant by **prey**?

perfect; full grown, complete. **approve of**; like.
gradually; step by step, slowly. **behold**; look at.
disappears; goes out of sight.

The words **lungs, gills** and **ribs** can best be explained by the teacher.

Write at least ten words in which *g* is hard, that is, has the sound it has in **frog** and **goes**.

Write sentences, each of which will contain one of these words: **tail**, *tale*, **knew**, *new*, **through**, *threw*, **jelly**, **whole**, *hole*.

II.—LITTLE THINGS.

Pronounce distinctly:—

calm	**an′ guish**	**wound** (*woond*)
un guard′ ed	**thrill**	**re spect′**

1. Little things, ay, little things
Make up the sum of life;
A word, a look, a single tone,
May help to calm a strife.

2. A word may part the dearest friends—
One little, unkind word,
Which in some light, unguarded hour,
The heart with anger stirred.

3. A look will sometimes send a pang
Of anguish to the heart:
A tone will often cause the tear
In sorrow's eye to start.

4. One little act of kindness done—
One little kind word spoken—
Hath power to make a thrill of joy,
E'en in a heart that's broken.

---

2. What is meant by a **light, unguarded hour?**
3. What is here meant by **A tone** and **cause?**
4. For what does **E'en** stand?

5. Then let us watch these "little things,"
And so respect each other,
That not a word, a look, or tone
Shall wound a friend or brother.

---

5. What is the meaning of **respect each other, tone,** and **wound?**

ay; yes.

to calm a strife; to quiet a quarrel.

unguarded; careless.

pang of anguish; sharp feeling of great sorrow.

sorrow's eye; the eye of a sorrowful or sad person.

a thrill; a tingling feeling.

Write sentences, each containing one or more of the following words or phrases: **sum, some, a strife, dearest friends, unkind word.**

'Tis a rule of the road that when travellers meet
In highway, in byway, in alley or street,
On foot or in waggon, by day or by night,
Each favor the other and turn to the right.

III.—CHARLIE AND ROB.

Pronounce distinctly:—

hin' der	con' quer (*congker*)	own' er
kind' ling	clerk (*clark*)	hu' mor
pshaw (*p* silent)	ac counts'	as sist' ing

1. "Don't you hate splitting wood?" asked Charlie, as he sat down on a log to hinder Rob for a while.

---

1. Explain **hinder for a while.**

"No, I rather like it. When I get hold of a tough old log, I say, 'Look here, now, you think you're stronger than I am, and are going to beat me; so I'll split you up into kindling wood.'"

2. "Pshaw!" said Charlie, laughing; "and it's only a stick of wood."

"Yes; but you see I pretend it's a lesson, or a tough job of any kind, and I like to get the better of it."

"I don't want to conquer such things; I don't care what becomes of them. I wish I were a rich man."

3. "Well, Charlie, if you live long enough, you'll be a man, without wishing for it; and as for being rich, I mean to be that myself."

"You do? How do you expect to get your money? By sawing wood?"

"May be—some of it; that's as good a way as any, as long as it lasts; I don't care how I get rich, if it's in an honest and useful way."

4. "I'd like to sleep for the next ten years, then wake up to find myself a young man with a great deal of learning and plenty of money."

"Well, I'm not sleepy—a night at a time is enough for me. I hope to work for the next ten

---

2. What is meant by **pretend**, and **tough**?
4. Explain **these are things**.

years. You see that these are things which you have to *work* out—you can't *sleep* them out."

5. "I hate to work," said Charlie; "that is, I hate such work as sawing and splitting wood, and doing chores. I'd like to do some great work. I want to be a clerk in a bank, or something of that sort."

"Wood has to be sawed and split before it can be burned," said Rob. "I intend to own a large farm some time. I am preparing myself for it now. Besides cutting the wood, I am attending to the horse and cow, and keeping father's accounts."

6. How Charlie laughed! "I think doing these things is a long way from being the owner of a farm. I suppose your father sells two tables and six chairs some days, does he not?"

"Sometimes more than that, and sometimes not so much," said Rob, in perfect good humor. "I didn't say I was a farmer; I said I was working to be one. Am I not nearer to it when I am assisting my father than I should be if I was doing nothing?"

7. "Not a whit," said Charlie, as he went away.

---

5 and 6. Write these parts of the lesson, using for **chores, intend, preparing, attending to, suppose,** and **perfect good humor,** words or phrases which have the same meanings. What was Rob's father?

7. What is meant by **whit,** and **tramp?**

Now, which of these boys do you think grew to be a rich and useful man, and which of them became a tramp before he was thirty years old?

---

conquer; to get the better of.
expect; hope.
preparing; getting ready.
accounts; statements of moneys received and paid, and of what he owed and what was owing to him.
assisting; helping.

Write sentences about **splitting wood, conquer, money, learning, a farmer,** and **a useful man.**

IV.—GOD CARES FOR ALL.

Pronounce distinctly:—

shin' ing (long *i*) **co' sy** **heav' en**

1. Do you know how many stars
   There are shining in the sky?
   Do you know how many clouds
   Every day go floating by?
   God the Lord has counted all:
   He would miss one, should it fall.

2. Do you know how many flies
   Play about in the warm sun?

---

1. What are the silent letters in **you, know, there, day,** and **floating?**

How many fishes in the water?
God has counted every one.
Every one He called by name,
When into the world it came.

3. Do you know how many children
Go to little beds at night—
Sleeping there so warm and cosy
Till they wake with morning light?
God in heaven each name can tell,
Knows *you* too, and loves you well.

---

2. Name the marks at the end of the lines in the verse. Why is **He** spelled with a capital H?

Write the following statements, placing in the blanks or spaces words that will make sense:

The sun in the and in the .
you where the rises?
it rise in the or in the ?
the shine by or does it at ?

V.—PERSEVERANCE.

Pronounce distinctly: —

shov' el	trou' sers	en cour' ag ing
dif' fi cult	ear' nest ly	sneer' ing
muf' fler	loung' ing	shrink' ing

1. It was a bitter cold day. There had been a great snow-storm, and the sky had a black and angry look.

"Dear me," said Mrs. Wilson, as she looked out of the window: "see how the snow has drifted into the yard. Ann cannot get out to the wood-house for her kindling wood. The poor hens, too, have not been fed since yesterday

morning. What shall we do, without anybody to dig a path?"

2. "I can shovel a path, grandmother," said Johnny, a bright boy about eight years old.

"The task will be too difficult for you, I fear," said Mrs. Wilson, "and besides, we have nothing but this fire-shovel to work with."

"No matter," said Johnny, "I can try."

So Johnny put on his hat, tied his muffler round his neck, turned up his trousers, and went to work with a will.

3. He was digging away very earnestly, when a man came lounging along with his hands in his pockets. Instead of giving Johnny a helping hand, or saying an encouraging word to him, he called out in a sneering tone: "Boy, how do you expect to get through that snow-drift?"

4. "*By keeping at it*—that's how!" answered Johnny, as he tossed the snow out of his little shovel.

Then, without wasting any more time in talking, he turned to his work again. It was hard work. He was soon very tired, and his hands

---

2. What word means the opposite of *easy*? What is meant by **went to work with a will?**

3. What is meant by **lounging, helping hand,** and **expect?**

4. What word already used in the lesson has the same meaning as **hard?**

were cold, but he kept at it bravely until he had dug a good path.

5. Now, boys and girls, we shall all have paths to dig, of one kind or another, as we go through life. Many snow-drifts will lie in our way, but if we work with a stout heart we shall be sure to succeed in the end.

6. Bear this in mind, and when you find yourselves shrinking from any good and useful task, and asking, "How shall I ever do this?" or, "How am I to do that?" be ready with Johnny Wilson's answer: "*By keeping at it*—that's how!"

Keep pushing—'tis wiser,
Than sitting aside,
And dreaming and sighing,
And waiting the tide.
In life's earnest battle,
They only prevail
Who daily march onward,
And never say "fail."

---

5. What is meant here by **snow-drifts?**

6. What words or phrases have the same meanings as *remember*, and *work?*

bitter; sharp, biting.
very earnestly; with all his might.
an encouraging word; a word that gives hope.
sneering; mocking.
shrinking; drawing back through fear.
sighing; sorrowing.
waiting the tide; waiting for a better chance.
prevail; win, conquer.

Write sentences about **a snow-storm**, **a sneering tone**, **his work**, and **a fire-shovel**.

VI.—MAKE YOUR OWN SUNSHINE.

Pronounce distinctly:—

Jen' nie	fac' to ry	amuse' ment
wretch' ed	news' pa per (not *noos*)	dreamed
sand' wiches (*widj*)	fam' i ly	cheer' ful

1. "Oh, dear, it always *does* rain when I want to go anywhere," cried Jennie Moore. "It's too bad. Now I must stay in-doors, and I know I shall have a wretched day."

"Perhaps so," said Uncle Jack; "but you need not have an unpleasant day unless you choose."

2. "How can I help it? I wanted to go to the park and hear the band, and take Fido and play on the grass, and pull wild flowers and eat sandwiches under the trees. But now there isn't

---

1. What word means *miserable?*
2. Give another meaning for **band.**

going to be any sunshine, and I'll have to stand here and see it rain all day."

3. "Well, let us make a little sunshine," said Uncle Jack.

"Make sunshine!" said Jennie; "why, how can we make it?"—and she smiled through her tears. "You haven't a sunshine factory, have you?"

4. "Well, I'm going to start one now, if you'll be my partner," replied Uncle Jack. "First, let me give you these rules for making sunshine: Don't think what might have been, if the day had been better; see how many pleasant things there are left to enjoy; do all you can to make other people happy."

5. "Well, I'll try the last thing first;" and Jennie went to work to amuse her little brother Willie, who was crying. In a short time she had him riding upon a chair and laughing, and she was laughing herself.

"Well," said Uncle Jack, "I see you are a good sunshine-maker, for you've nearly all you or Willie can need just now. Let us try what we can do with the second rule."

6. "But I haven't anything to enjoy; my dolls are all old and my picture-books all torn, and—"

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3. Tell what a **factory** is. What other meaning has **tears**?

"Hold!" said Uncle Jack; "here's an old newspaper. Now, let us get some fun out of it."

"Fun out of a newspaper! Why, how can we get fun out of it?"

7. But Uncle Jack showed her how to make out of paper, a mask, a whole family of dolls, and a lot of pretty things for Willie.

In this way Jennie found many a pleasant amusement, and when bed-time came she kissed Uncle Jack and said, "Good-night, dear Uncle Jack."

8. Jennie dreamed that night that Uncle Jack had built a great house, and had put a sign-board over the door which read:

She made Uncle Jack laugh when she told him her dream; but she never forgot—what you must remember—that "a cheerful heart makes its own sunshine."

There is nothing so kingly as kindness,
And nothing so royal as truth.

---

7. What is meant by **amusement**? What two words in the script lines mean the same thing?

partner; sharer in the business.
to enjoy; to take pleasure in.
amuse; please.
mask; a cover for the face, a false face.
cheerful; joyful.

Write questions, each containing one or more of these words: **Jennie Moore, sandwiches, sunshine, picture-books.**

Write words that are pronounced like **rain, hear, see, through, some,** and **great.**

One step and then another,
  And the longest walk is ended;
One stitch and then another,
  And the largest rent is mended.

One brick upon another,
  And the highest wall is made;
One flake upon another,
  And the deepest snow is laid.

So the little coral-workers,
  By their slow but constant motion,
Have built those pretty islands
  In the distant, dark-blue ocean.

And the noblest undertakings
  Man's wisdom hath conceived,
By oft-repeated efforts,
  Have been patiently achieved.

VII.—TO WHOM SHALL WE GIVE THANKS?

Pronounce distinctly :—

sought	quenched	ac' cents
spark' ling	ac cept'	ne'er
ea' ger	gen' er ous	o' cean
draught *(draft)*	bowed *(ow* as in *cow)*	sub dued'

1. A little boy had sought the pump
From which the sparkling water burst,
And drank with eager joy the draught
That kindly quenched his raging thirst ;
Then gracefully he touched his cap—
"I thank you, Mr. Pump," he said,

1. For what words can *shining brightly*, *poured out*, *fierce*, and *brought up* be used ?

"For this nice drink you've given me!"
(This little boy had been well-bred.)

2. Then said the pump: "My little man,
You're welcome to what I have done;
But I am not the one to thank—
I only help the water run."
"Oh, then," the little fellow said
(Polite he always meant to be),
"Cold Water, please accept my thanks,
You have been very kind to me."

3. "Ah," said Cold Water, "don't thank me;
Far up the hill-side lives the Spring
That sends me forth with generous hand
To gladden every living thing."
"I'll thank the Spring, then," said the boy,
And gracefully he bowed his head.
"Oh, don't thank me, my little man,"
The Spring with pleasant accents said.

4. Oh, don't thank me, for what am I
Without the Dew and Summer Rain?
Without their aid I ne'er could quench
Your thirst, my little boy, again."

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2. For what word can *mannerly* be used?
3. What is meant by **gladden** and **bowed?**

"Oh, well, then," said the little boy,
"I'll gladly thank the Rain and Dew."
"Pray, don't thank us—without the Sun
We could not fill one cup for you."

5. "Then, Mr. Sun, ten thousand thanks
For all that you have done for me."
"Stop!" said the Sun, with blushing face;
"My little fellow, don't thank me;
'Twas from the Ocean's mighty stores
I drew the draught I gave to thee."
"Oh, Ocean, thanks!" then said the boy.
It echoed back, "Not unto me—

6. "Not unto me, but unto Him
Who formed the depths in which I lie;
Go, give thy thanks, my little boy,
To Him who will thy wants supply."
The boy took off his cap and said,
In tones so gentle and subdued,
"Oh, God, I thank Thee for this gift;
Thou art the Giver of all Good!"

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5. What words can be used instead of **blushing** and **echoed?** Explain the steps by which the well gets its water to the **sun.**

6. Why are the first letters of **Him** and **Thee** capitals?

sought; looked after.
draught; drink.
gracefully; in a gentlemanly way.
quenched his thirst; satisfied his thirst.
accept; take.
generous; not stingy, bountiful.
accents; words or language.
Ocean's mighty stores; great quantities of water the ocean holds.
supply; fill, satisfy.
subdued; softened.

Make statements each containing one or more of the following words or phrases: **a draught, gracefully, you're, accept, the dew, the sun, the Giver of all Good.**

VIII.—I WAS IN LIQUOR THEN.

Pronounce distinctly:—

due	al low'	in tox' i cat ing
drowned	con sent'	liq' uor

1. A little mouse was once playing near a vat full of beer, and not taking due care fell into the liquor. A cat which chanced to be near by heard the splash and came and looked over the edge of the vat.

2. "Will you please help me out of this vat?" asked the mouse, "I am nearly drowned."

"Yes," said the cat; "if you will allow me to eat you when you get dry, I will help you out."

"Well," replied the mouse, "I will drown if I stay here and I can but die if I get out, so I will consent to what you ask."

3. The cat put down her paw and helped the

mouse out of the vat. The mouse sat very quietly for a time until it was nearly dry and then quickly popped into a hole close at hand.

4. After a while the cat arose and began to lick her jaws and said to the mouse, "Now you are dry, come out of your hole and let me eat you."

"I will not go out and let you eat me," said the mouse.

"But," answered the cat, "when you were in the vat and about to drown you promised that you would."

"True," said the mouse, "I did promise, but *I was in liquor then.*"

5. Many a rash promise is made when a man is in liquor which he does not escape from so easily as did the mouse.

If boys and men never have anything to do with intoxicating liquors they will never be led into danger by them.

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due; proper.
rash promise; promise made hastily and without thought.
consent; agree.
intoxicating liquors; drinks that will make one drunk.

Make sentences from the following groups of words

We, careful, never, be, promises, should, rash, to, make.

Many, health, character, in, liquors, and, by, intoxicating, ruined, thousands, are, property.

Write a statement about yourself and your teacher, and another about yourself and your playmate.

IX.—MICE.

Pronounce distinctly :—

tim′ id	di rec′ tion	plait′ ed
cup′ boards *(cubbords)*	yel′ low ish	en′ trance
mows *(ow* as in *cow)*	whit′ ish	wind′ ing

1. Boys and girls all know what mice are. They are timid, but pretty little creatures.

The common mouse—that is, the one that lives in our houses, and gets into our cupboards and cellars, and nibbles our bread and cheese and cakes—is found in all parts of the world.

2. Besides visiting our houses, these mice sometimes take up their abode in a barn. Here they do a great deal of mischief. They live in the mows, through which they make runs in every direction, and they multiply so fast that hundreds of mice have been taken from one log barn.

3. The Long-tailed Field-mouse—sometimes called the Wood-mouse—is a pretty little animal, somewhat larger than the mouse we see in our houses. It measures about four inches in length, and its tail is about as long as its body. Its color is yellowish-brown on the back, and whitish beneath.

4. One of the smallest of the mouse family, and at the same time the prettiest, is the Harvest-mouse found in Britain. The head and body of this little animal are not more than two and a half inches long, and its tail is about the same length.

5. The Harvest-mouse makes its nest of grass

---

1 and 2. Write, in a column, the following words, and opposite to each of them write one or more other words which can be used instead of it: **timid, houses, nibbles, abode, amount, mischief, fast, direction.**

3. What difference in meaning is there between **four** and *fore?*

4. What is Britain? Of what countries is it composed?

and leaves twisted together, and forms it into the shape of a ball, a little smaller than a cricket-ball.

This nest, so warm and soft, is hung among the stalks of the grain from twelve to eighteen inches above the ground.

6. One nest which contained eight little mice was plaited so closely that it could, without losing its shape, be rolled along the table. There was no opening through which the mother could get to her young ones, so that she must have closed the entrance when she left.

7. The mother can climb to the nest with great ease, and she gets to the ground by winding her tail around a straw, and sliding down.

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6 and 7. What is meant by **contained**, and **plaited**?

mows; heaps of straw or hay in a barn.
runs; roads.
multiply; become plentiful.
the entrance; the way in.
winding; twisting.

Form a sentence out of each of the following groups of words:

Boys, timid, are, and, sometimes, girls.

The, *John*, **nibble, a,** *saw*, **mouse,** *pie*.

Men, **the,** *threshing*, *were*, *who*, **mice, the grain,** *many*, *found*, **a, great.**

THE WOOD-MOUSE.

X.—THE WOOD-MOUSE.

Pronounce distinctly :—

chest′ nut (*t* silent)	in′ no cent	for′ est
Ob′ e ron	mush′ room	re gard′ ed

1. Do you know the little Wood-mouse,
   That pretty little thing,
   That sits among the forest leaves
   Beside the forest spring?

2. Its fur is red as the chestnut,
   And it is small and slim;
   It leads a life most innocent
   Within the forest dim.

3. I saw a little Wood-mouse once,
   Like Oberon in his hall,
   With the green moss beneath his feet,
   Sit under a mushroom tall.

4. I saw him sit, and his dinner eat,
   All under the forest tree—
   His dinner of chestnut ripe and red,
   And he ate it heartily.

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2. What is meant by **it leads a life most innocent**, and **the forest dim**?

5. I wish you could have seen him there;
It did my spirit good
To see the small thing God had made
Thus eating in the wood.

6. I saw that He regarded them—
Those creatures weak and small;
Their table in the wild is spread
By Him who cares for all.

---

5. What is meant by **It did my spirit good?**
6. Explain **Their table in the wild is spread.**

heartily; with sharp appetite. **regarded**; took notice of. **Oberon**; the king of the fairies.

Write statements telling what you see in the picture.

XI.—GOOD ADVICE FOR CHILDREN.

Pronounce distinctly:—

re la' ting	in vent'	ob serve'
ex act' ly *(egz)*	jest	fu' ture
al' ter	pro fane'	pre vent'

1. Never tell an untruth. When you are relating anything that you have seen or heard, tell it exactly as it happened or as it was told to

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1. Write the paragraph, using for **tell, untruth, relating, exactly, think,** and **have forgotten,** other words which will make sense.

you. Do not alter or invent any part, to make, as you may think, a prettier story. If you have forgotten any part, say that you have forgotten it. Persons who love the truth never tell a lie even in jest.

2. Consider well before you make a promise. If you say you will do a thing, and you do not do it, you tell a lie; and who will then trust or believe you?

3. Never allow yourself to use bad language. Avoid listening to profane and filthy words; or, if you hear them, try to forget them. And if you cannot forget them (for they are very hard to forget), at least never let them cross your lips.

4. When you have done wrong, do not deny it, even if you are afraid you will be punished for it. If you are sorry for what you have done, and try to behave better in future, people will seldom be angry with you, or punish you. They will love you for speaking the truth; they will think that they may always believe what you say, because they know that you will not tell a lie, even to hide a fault, or to prevent yourself from being punished.

5. Never amuse yourself with giving pain to anybody or to anything, not even to dumb creatures.

If wisdom's ways you wisely seek,
Five things observe with care:
To whom you speak, of whom you speak,
And how, and when, and where.

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relating; telling.
alter; change.
invent; make up.
jest; joke or fun.
consider; think.
avoid; shun, keep away from.
profane; unholy.
observe; notice.

Write statements about **an untruth, a promise, a jest, filthy words, dumb creatures.**

Write questions about **an untruth, a pretty story, a promise, dumb creatures.**

XII.—SPEEDY AND STEADY.

Pronounce distinctly:—

nap' kin	**plod' ding**	**tor' toise** *(tiz)*
sighed	**pict' ure**	**pert**
thread' ed	**sew' ing**	**tri' fled**

1. "Well, Amy, how are you getting on with your napkin?" cried Lizzie, whose swift fingers seemed to fly over her work.

"Not very fast," replied quiet little Amy, without raising her eyes; "I have almost finished one side."

---

1. Write this part of the story using other words which will make sense for **swift, seemed, replied,** and **finished.**

2. "One side!" said Lizzie, with a laugh which was neither pleasant nor kind; "why, we both began hemming our napkins at the same time, and I'm now at the *fourth* side of mine!"

"I know that I am slow," sighed Amy.

"You may well say that!" cried Lizzie.

"But I'll try to be steady and do my best," said the little girl, as she threaded her tiny needle, and went on with her work.

3. "As I sew very fast," cried Lizzie, "I am sure I shall have finished my napkin long before the bell rings for dinner. I'll just run for a minute to the garden to see if the roses are out." So, tossing down her work on a chair, Lizzie flew off.

4. Amy longed for the fresh air and the flowers, but her work must be done first. Steadily she laid down her broad hem, and had completed the second side of her napkin before her sister came back.

"Ah! you plodding little thing," cried Lizzie; "you will never get up to me. I'll have time to go to my room and put up my new picture on the wall."

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2. What is meant by **to be steady?** Before each of the words **pleasant**, **kind**, and **steady**, put a syllable to make the meaning of the word the opposite of what it now is.

5. Off went gay little Lizzie. Amy went on with her work. Before her sister again entered the room, the third side of her napkin was hemmed.

"Had you not better finish your sewing?" said Amy. "It must be near dinner-time now."

"Oh! I can get it done in two minutes; only I want to look at that story, which Tom told us was so amusing."

"But if you are late?"

"No fear of that!" cried Lizzie; "no one is so likely to be late as a slow little creature like you!"

6. Poor Amy made no reply; stitch after stitch, stitch after stitch, quietly she worked on. Lizzie was soon so much taken up with her story that she forgot all about her work, till she was startled by the sound of the bell.

"Can it be dinner-time?" she cried. "Oh dear, and my napkin is not hemmed! And yours—"

"It is just finished," said Amy, as she quietly folded it up.

7. "'Tis just like 'the Hare and the Tortoise,'" thought Lizzie, who, though pert and vain, had sense enough to take a lesson.

Quickness may have the start, but the quiet, steady worker does most in the end.

Keep virtue's simple path before your eyes,
Nor think from evil good can ever rise.

---

completed; finished.
plodding; slowly but steadily working.
reply; answer.
pert; saucy.
trifled away; fooled away.

Write all the sentences in the lesson in which **finish** or **finished**, or words with the same meaning as these, are used.

XIII.—THE BOY WHO HAD PRESENCE OF MIND.

Pronounce distinctly:—

wick	pres' ence	tri' fles
cur' tain	val' u a ble	thith' er
con tents'	ex am' ple	un u' su al
sub dued'	cul' ti vate	op' po site

1. Willie Hinton carried a lighted candle to his bedroom one night, and set it upon the table near his bed. After saying his prayers and undressing, he blew out the candle, jumped into bed, and soon went to sleep.

2. In putting out the candle, Willie did not

notice that he blew a spark from the wick into the folds of the window-curtain. The spark did not go out, but sinking into the stuff of which the curtain was made slowly set it on fire. The smoke filled the room, and awoke the boy from his first nap. Starting from his pillow, he saw the flames creeping up the side of the window.

3. What did he do? Most boys of his age would have rushed screaming from the room. What did Willie Hinton do?

4. He leaped from his bed, ran to the door, and shouted, "Father! father!" Then closing the door, he took the water-jug from his wash-stand, and, stepping upon the table, poured its contents steadily upon the flames.

When his father and mother entered the room a few moments later, the fire was so far subdued that it was easily put out. Willie had saved the house from being burnt up. He had presence of mind; that is, he thought clearly and acted wisely in a moment of danger.

5. This quality of mind is very valuable. Children should cultivate it in little things, by not

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2 and 3. Write the paragraphs, using for **notice, slowly, starting, rushed,** and **screaming,** other words which will make sense.

4. What is **presence of mind?** What word in paragraph 1 has the same meaning as **leaped?**

allowing themselves to be frightened at trifles. Some little folk, for example, act wildly if they see a cow or a dog near them; if, in crossing a street, a horse is coming towards them, they run wildly hither and thither; if they hear an unusual sound in or near the house at night, they become greatly alarmed. Such conduct shows want of clear thought and wise action. It is the opposite of presence of mind. Those easily-frightened children should try very hard to think clearly and act wisely whenever they see anything that alarms them.

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5. What is the meaning of **allowing, trifles, little folk, hither and thither, alarmed,** and **conduct?**

nap; short sleep.
its contents; what it held.
subdued; mastered, brought under control.
valuable; of great worth.
cultivate; help on its growth.
unusual; strange.
action; doing.

Write the following words, marking each silent letter: **cultivate, frightened, folk, near, towards,** and **greatly.**

Make a statement out of the following words: **Willie, fire, had, the, father, subdued, before, his, came, help, to his.**

XIV.—GRANDPAPA.

Pronounce distinctly:—

grand′ pa pa	**hon′ or** (*h* silent)	**wear′ ing**
hon′ est (*h* silent)	**cour′ age**	**fought**

1. Grandpapa's hair is very white,
And grandpapa walks but slow;

He likes to sit still in his easy-chair,
While the children come and go.
"Hush! play quietly," says mamma;
"Let nobody trouble dear grandpapa."

2. Grandpapa's hand is thin and weak,
It has worked hard all his days,—
A strong right hand, and an honest hand,
That has won all good men's praise.
"Kiss it tenderly," says mamma;
"Let every one honor grandpapa."

3. Grandpapa's eyes are growing dim,
They have looked on sorrow and death,
But the love-light never went out of them,
Nor the courage and the faith.
"You, children, all of you," says mamma,
"Have need to look up to dear grandpapa."

4. Grandpapa's years are wearing few,
But he leaves a blessing behind;
A good life lived, and a good fight fought,
True heart, and equal mind.
"Remember, my children," says mamma,
"You bear the name of your grandpapa."

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1. What is the meaning of **hush**? What is the name of the mark after **hush**?

3. What is meant by **to look up to dear grandpapa**?

4. Explain **wearing few, a good fight fought**, and **true heart**.

honor; respect highly.
love-light; loving look.
courage; bravery.
faith; trust.
equal mind; evenness of temper.

4. Why should the children remember that they bear the name of their grandpapa?

Before **true**, **equal**, **likes**, **honest**, and **honor**, place syllables which will make these words mean the opposite of what they now do.

XV.—SPEAK THE TRUTH.

Pronounce distinctly:—

in duced' (not *doost*)	**mag' ic**	**in con sis' tent**
urg' ing	**lan' tern**	**ex treme' ly**

1. "O mother, I am tired to death! It's so long a walk from the school-house to our home!"

"Tired to death, Jane?"

"Yes, mother, I am—almost, I mean."

"No, my daughter, not even almost."

2. "Well, at any rate, mother, I would not walk from our house to school again for anything in the world!"

"O yes, you would, my dear!"

"No, mother, I am sure I would not; I am sure nothing would tempt me."

3. "But I am nearly certain you could be induced to go without any urging."

2. Name the stops or pauses in this part of the lesson.

"Well, mother, try me, and see if anything could make me willing to go."

"What if I should offer to take you to see the magic-lantern this evening. I am going to see it."

4. "Are you, mother? May I go? You promised to take me when you went."

"I did intend to take you; but the place where it is to be shown is a very long way beyond your school."

5. "But I am quite rested now, dear mother; I would not miss going for all the world! Why do you smile, mother?"

"To see what an inconsistent little daughter I have."

"What do you mean by inconsistent, mother?"

6. "Why, when a little girl says one minute that she would not walk a certain distance 'for anything in the world,' and in the next moment says she 'would not miss' walking still farther for 'all the world,' she is not only inconsistent, but foolish. It is a very bad habit to talk in such a way."

7. "But I don't often talk so—do I, mother? I do not mean to be foolish."

"Yesterday, when you came from school, you said you were almost frightened out of your life. When I asked the cause of your alarm, you replied

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4. Instead of what words can *mean* and *farther than* be used?

that you had met as many as a thousand cross dogs on your way home from school."

8. "O mother! did I say a thousand? I'm sure I saw our dog and two other dogs."

"Now, my daughter, I wish you to break yourself of this bad habit. When you are tired or hungry or alarmed, use only the words that express your meaning. You may be tired or extremely tired, or you may be frightened or greatly frightened. Will you try to bear in mind what I have been saying, and from this time let your lips speak the simple truth?"

9. "Yes, mother, I will try. I know my way of speaking is wrong, and I feel ashamed of it."

"Well, my dear, I am glad you are ashamed of your fault. I hope my little daughter will be a truthful child. And now you may get ready to go with me to see the magic-lantern."

A lie that looks like truth is always the worst kind of a lie. To tell a falsehood is like the cut of a sabre; though the wound may be healed, the scar will remain.

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8. What is meant by **extremely frightened**, and **simple truth**?

tempt; induce.
induced; coaxed.
urging; pressing.
magic-lantern; this can best be explained by the teacher.
an inconsistent person is one who says one thing at one time and the opposite of it at another time, or who says one thing and does the opposite.
express; tell, explain.
sabre; kind of sword.
scar; mark left after a wound is healed.

☞Before the pupils attempt the following exercises, the teacher should write on the blackboard examples of similar questions and answers.

Write answers, each of which must be a complete sentence, to these questions:—

Why did Jane find the walk to school so tiresome?
Why did Jane's mother say she was **inconsistent**?
What is a **magic-lantern**; a **wound**; a **scar**?

XVI.—ANDY MOORE.

Pronounce distinctly :—

freck' led	rail' way	col' lege
par tic' u lar	en' gine *(jinn)*	ex pens' es
pro tect' ed	screech' ing	ser' vice
fash' ions	pass' en gers	grat' i tude

1. Andy Moore was a short, freckled, little country boy, as tough as a pine knot. Sometimes he wore a cap, and sometimes he did not—he was not particular about that; his shaggy hair, he thought, protected his head well enough. His

1. What is meant by **was not particular about that?**

home was in the country—and a very wild, rocky country it was.

2. He knew much more about rattlesnakes and birds' nests than he did about the fashions. He liked to sit rocking on the top of a tall tree, or to climb to the summit of a high hill, where the wind almost took him off his feet. Andy's house was a rough shanty on the side of a hill. There was nothing very pleasant there.

3. Near the road was a railway track. Andy often watched the engine as it ran past, puffing out clouds of steam and smoke, and screeching through the valleys and under the hills in a fearful way. Although it went by his hut every day, he never wished to ride on it. He would rather lie on the sand-bank and watch it, until it disappeared in the distance.

4. One day, as Andy was walking across the track, he saw that there was something wrong about it. He did not know much about such things, because he was as yet quite a little lad; but the rails seemed to be wrong, in some way; and Andy had heard of cars being thrown off the track

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2. What is the meaning of **the fashions?** What words in the paragraph have the same meanings as **top** and **high?**

3. Write the paragraph, using for **near, railway track, engine** (*see* Part I., Lesson XVIII.), **puffing, valleys, fearful, hut,** and **wished,** other words having the same meanings as these.

because there was something out of place about the rails.

5. Just then he heard a low, distant noise,—the cars were coming. He was only a little boy, but perhaps he could stop them in some way; at any rate, there was nobody else there to do it. Andy never thought that he might be killed, so he stood in the middle of the track, and stretched out his little arms as far as he could.

6. On, on came the cars, and the noise they made became louder and louder. The driver saw the boy on the track, and whistled for him to get out of the way. Andy took as little notice of the noise as if he had been made of stone.

7. Then the driver had, of course, to stop the train, saying something to Andy, in a passion, as he did so. But when Andy pointed to the track, and he saw that the brave little fellow had not only saved *his* life, but the lives of the passengers, his angry words changed to blessings.

8. All the passengers rushed out to see what was the matter. Had the cars not stopped, they would have been thrown headlong down the steep bank into the river. Ladies kissed Andy's rough,

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6. Explain **the driver whistled.**

7 and 8. What is meant by **the train, passion, passengers, headlong,** and **steep?**

freckled face, and cried over him; and the men, as they looked at their wives and children, said, "God bless the boy!"

9. Now, that boy had presence of mind. Do you wish to know where he is now? He is at college; and the people whose lives he saved pay his expenses. They know they can never repay him for the service he did them, but they wish to show their gratitude.

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protected; covered, guarded.
summit; highest part.
disappeared; went out of sight.
took as little notice of; thought as little about, gave as little attention to.
presence of mind (*see* Lesson XII., Part II.)
his expenses; the cost of his living and education.
repay; pay back.
service; good turn.
gratitude; thankfulness.

Write statements, each containing one or more of these words and phrases:—**particular, protected, fashions, there, very rocky, disappeared, became.**

By placing a syllable before each of the words **well** and **pleasant**, make their meanings the opposite of what they now are.

XVII.—ONLY BEGINNING THE JOURNEY.

Pronounce distinctly :—

jour' ney	tot' ter ing	guide
lan' guage	out' stretched	tread' ing

1. Only beginning the journey;
Many a mile to go:
Little feet, how they patter,
Wandering to and fro!

2. Trying again so bravely;
Laughing in baby glee;
Hiding its face in mother's lap,
Proud as a babe can be!

3. Talking the oddest language
Ever before was heard!
But mother (you'd hardly think so)
Understands every word.

4. Tottering now and falling;
Eyes are going to cry;
Kisses and plenty of love-words;
Willing again to try!

---

1. What is meant by **the journey, Many a mile to go,** and **to and fro?**

2. Name the stops or pauses in the stanza.

5. Standing on feet unsteady;
Working with all his strength!
He reaches the mother's outstretched hands,
And rests in her arms at length.

6. Father of all! oh, guide them,
The pattering little feet,
While they are treading the uphill road,
Braving the dust and heat!

7. Aid them ever when weary;
Keep them in pathways blest;
And when the journey is ended,
Father, oh, give them rest!

---

6 and 7. Give the meaning of **guide, pattering little feet,** and **treading.**

patter; make a sound like that made by *pats* or light blows repeated often and quickly.

tottering; shaking as if about to fall.

glee; joy.

braving; meeting boldly.

the dust and heat; the things in life that vex and tire us.

the journey; their life.

What do you understand by **the uphill road, weary,** and **pathways blest?**

Make statements out of the following groups of words:—

Just, journey, the, is, of, life, baby, the, beginning.

Kisses, his, mamma, him, love-words, gives, of, plenty, and.

Make, again, willing, him, these, to try.

XVIII.—THE EARLY DAYS OF ONTARIO.

Pronounce distinctly :—

cen' tu ry	suf fi' cient	mow' ers
On ta' ri o	con struct' ed	sic' kles
wil' der ness	hol' lowed	thresh' ing
fron' tier	ma chines' *(sheens)*	win' nowed

1. At the beginning of this century, what is now called the Province of Ontario, and what was then called Upper Canada, was almost a wilderness.

---

1. Use words that will not change the sense in place of **beginning, called, almost, few. lived, shores, often, forest,** and **taking notice of.** What **century** is this ?

The settlers were very few, and lived, for the most part, along the shores of the lakes and rivers on the frontier. There were few roads, and these were very bad. Often the only road was a "blazed" path through the forest—that is, a path marked by chopping pieces out of the trunks of trees, that the traveller, taking notice of these, might not get lost in the woods.

2. The houses were mostly built of logs. When the settler wished to build a house, he went into the woods, chopped down a sufficient number of trees, trimmed off their boughs with his axe, and cut the trunks into logs of the proper length. These logs were then hauled to the spot chosen for the site. Next, they were placed one upon another, so as to form the four walls of the house; and, in order to make the walls firm and the openings between the logs narrow, the ends were overlapped and notched into each other. The wall which formed the back of the shanty was built a log or two lower than the front wall, and the roof was constructed of basswood troughs, reaching from the front to the back. A layer of troughs was first placed side by side on the house, with the hollow face upwards, and then

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2. Write the paragraph, using for **proper, hauled, chosen, placed, firm, constructed,** and **chinks,** other words having the same meanings.

other troughs were laid on these with the hollow side downwards in such a way that the hollowed part fitted over the openings between the troughs which were first placed on the walls. The chinks in the walls and roof were then filled with thin pieces of wood, packed tightly with moss and clay.

3. The floor, door, benches, tables, and bedsteads were very often made out of boards hewn out of logs with a broad-axe. Locks and bars were never used. Every one trusted his neighbor. In some of the new settlements in Ontario, houses and barns of the kind we have described are still to be seen.

4. In these days, there were no comfortable carriages such as we now have, and if there had been, they would soon have been knocked to pieces on the rough roads. Our grandfathers and grandmothers rode to church and market in strong waggons without springs. Long journeys were often made by canoes in summer, and on snow-shoes in winter.

There were very few horses in the country, and oxen were used in tilling the soil and in drawing heavy loads.

5. Such machines as seed-drills, mowers, and

---

5. What are **seed-drills, mowers,** and **reapers?** What is **a stack?**

reapers were unknown. All the grain was sown by hand, and was cut with sickles or scythes. For threshing it a flail was used. This simple instrument was made of two hard-wood sticks fastened together at one end by a leather thong. Grasping the longer stick in his hands, the thresher swung the shorter one over his head and brought it down again and again with great force upon the loosened sheaves of grain on the barn floor; or when there was no barn, on boards laid on the ground near the stack. The grain was then winnowed by being thrown into the air, so that the wind blew the chaff away.

Flour-mills were at first unknown, so the grain was generally pounded in a hollow made in the top of a block of very hard wood.

5. Most of the clothes worn were made by the farmers' wives and daughters from the wool of their own sheep. The people had abundance of good and cheap food. The soil was rich, and produced splendid crops. The rivers were full of fish. Deer roamed through the forest, and wild-fowl swarmed in the lakes and marshes. Sometimes a bear would carry a pig from the pen, and get shot for his boldness. Wolves, too, often killed sheep; but as the clearings became larger and the settlers more numerous, wild animals disappeared.

century; period of one hundred years.
wilderness; wild, uncultivated country.
the frontier; the parts of the country nearest to the United States.
sufficient; enough.
trimmed off; cut off neatly.
site; place where the house was to be built.
tilling; preparing the land for seed.
instrument; tool.
sheaves; bundles of grain.
winnowed; separated from the chaff.
roamed; wandered.

Explain **overlapped**, **notched**, and **troughs**.

Write six statements about things spoken of in the lesson.

XIX.—TAMING GIANTS.

Pronounce distinctly :—

gi' ants	pris' on	clothes
prop' er ty	wa' ges	noth' ing *(nuth)*

1. Jack the Giant-Killer was a strange little man. He went about seeking great giants, to kill them. But there are some giants that he could not kill, for they cannot die. I think it is better to tame such giants, and make them do good in the world, than to let them live and work mischief.

2. I know a great giant whose home is in every part of the world. He takes up more room than all the people, and covers three-fourths of the earth. We could not live without him as our servant, and we could not live with him as our master.

3. He once broke out of his prison, and flew over men's heads, and under their feet, and round about them on every side. He filled the valleys and covered the mountains, and killed all the people in the world except eight men and women, who knew he was coming. It took many months to get him back again into his prison, and even now he runs out sometimes and takes men's lives and robs them of their property.

4. But when he stays in his prison and attends to his work, he is a good servant. He eats nothing, asks for no wages, needs no clothes, and never sleeps. He works night and day, and never stops to rest, for you cannot tire him.

5. One man builds a mill to grind his grain. He brings the giant and gets him to turn the great wheel that drives all the other wheels. When this work is done, the giant goes on his way.

6. Another man has a great load to carry. Fifty horses could not move it. He places it on the great broad back of the giant, who bears it away. This giant will carry the man and many others on the top of the load, and by the help of

---

3. What is here meant by **prison?** What event is referred to? What eight persons were saved? How did they know the giant was coming?

5. In what way is it that **He brings the giant?**

6. What are the **big brothers** spoken of?

one or two big brothers, will bear them round the world.

7. Sometimes he is angry and has a fight with one of these giants. But his anger never lasts long. He seldom remains still, for he loves to roam about and see the world. He lives in the sea, in rivers, lakes, and clouds.

Now, what is his name?

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7. What is the giant with whom **he has a fight?**

Write the names of the stops or pauses in paragraph 7.

Write answers in the form of sentences to the questions on paragraph 3, asked at the foot of the preceding page.

XX.—WISHING.

Pronounce distinctly :—

prim′ rose **house** (*houz*) **ruf′ fle**

1. I wish I were a primrose,
A bright, yellow primrose, blooming in the spring!
The drooping boughs above me,
The wandering bee to love me,
The fern and moss to creep across,
And the elm-tree for our king!

2. Nay—stay! I wish I were an elm-tree—
A great, lofty elm-tree, with green leaves gay!
The winds would set them dancing,
The sun and moon would glance in,
The birds would house among the boughs,
And sweetly sing.

3. O—no! I wish I were a robin—
A robin, or a little wren, everywhere to go,—

Through forest, field, or garden,
And ask no leave or pardon,

Till winter comes with icy thumbs
To ruffle up our wing!

4. But—say! where should I fly to?
Where go to sleep in the dark wood or dell?
Before a day was over,
Home comes the rover,
For mother's kiss—sweeter this
Than any other thing.

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3. Explain **Till winter comes with icy thumbs.**

house; get shelter.
dell; small, but deep, narrow valley.
rover; traveller.
To ruffle up our wing; to disturb the feathers, and in this way give the wing a rough appearance.

XXI.—TAMING GIANTS.

CONCLUDED.

Pronounce distinctly :—

ba′ con	con sumed′	soft′ ens (*t* silent)
spir′ its	wor′ shipped	sau′ cers
de vours′	met′ als	mould′ ed

1. There is another giant who will only live where there is plenty to eat. He can eat butter, bacon, wood, paper, hay, and coal. He will drink oil and spirits, but he does not like water.

2. Sometimes he gets out of prison and devours trees and forests, ships and houses, and leaves nothing behind. He has consumed towns and cities, killed the people, and robbed them of all they had. He can travel very fast, if he meets with food that he likes; but he is very lazy, if he dislikes the food that is given to him.

3. Long ago, some nations worshipped this giant, and feared him very much. They did not know how to carry him about from place to place. Sometimes he kept out of the way when he was

---

2. What is here meant by **prison?** Explain the meaning of the last sentence of the paragraph. Write all the words that are names of things.

3. What do you understand by the second sentence in this paragraph? In what form would he **appear suddenly?**

really needed, and at other times he would appear suddenly and eat many of the people up.

4. But since men have become better acquainted with his nature, he has been tamed, and made to work. He can be a good servant to those who know how to manage him. He is very greedy, and cannot live without a constant supply of food.

5. He is a good cook. He can roast beef, fry ham, bake bread, and boil eggs. But he must be watched, or he will spoil everything which he is asked to cook. He is a great friend to those who work in metals. He can make iron so soft that it may be bent to any shape. He can melt lead, and make it run like water. He has the same strange power over gold and silver.

6. But while he softens metals, he hardens some other substances. Our cups, saucers, and plates are made of soft clay, which he has made firm and strong. If a piece of clay be moulded into the form of a brick, he can make it almost as hard as a stone.

7. He is a good servant, but a bad master. If carefully watched and properly fed, he will serve you well. But if you give him too much to eat

---

5. Write the names of seven metals.

6. What is meant by **moulded?**

7. Write the paragraph, using for **watched, serve, allow, freedom, perhaps,** and **foe,** other words that will make sense.

and allow him too much freedom, he will rob you of all that you have, and, perhaps, take away your life. His greatest foe is water.

Now, what is his name ?

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spirits; such liquids as whiskey and brandy.
devours; eats greedily.
consumed; eaten up.
worshipped; honored as God.
appear; come in sight.
manage; rule.
constant supply; unfailing store.
foe; enemy.

Write sentences containing the following words:—**spirits, dislikes, acquainted, manage, power, freedom, foe.**

Combine the words in the following groups into sentences:—

Burnt, struck, the, it, barn, up, and, lightning, the.

Carried, place, by means of, can be, from, about, to, place, fire, matches.

XXII.—WILLIE WORTH.

Pronounce distinctly :—

in' va lid (*leed*) sneaked prec' i pice (*press*)

1. The landlord was standing behind the bar of the village tavern as little Willie Worth came in one winter night to sell his papers.

"Have a glass of beer," said the landlord. "It will make you warm this cold night."

But Willie went on selling his papers to the half-tipsy men who nearly filled the room, and only shook his head in reply.

2. "Why not?" said the landlord more loudly than before, "Beer won't hurt you. It never hurt

me, and I have used it many a year. Come, you must take a glass."

3. Willie grasped his papers firmly in one hand, and facing the landlord, with a pale face and flashing eye, said:—

"Beer won't hurt me! What's the reason I have no father to take care of me as other boys have? Why haven't I a happy home and plenty in it like other folks? Why do I have to sell papers, and sometimes beg for work? Why am I forced to go half clad and without shoes when I am at work?

4. "My father became a drunkard, and died a drunkard, and you sold him beer.

"He used to spend his days here, and at night he would come home and beat mother and me. Often he turned us out on the street on cold winter nights. At last, he was found one morning frozen to death, after drinking your beer.

5. "My mother is sick, and we are very poor. All I can earn hardly keeps us from hunger and cold. All these terrible troubles came from your beer, which you say will not hurt me.

"It has hurt me. It does hurt me. I hate your beer. I will never touch it."

---

3. Write this part of the lesson, using for **grasped, firmly, flashing, folks,** and **forced,** other words that will not change the meaning.

6. The landlord sneaked off from the curses and jeers of the half-drunken men, who were not, however, too tipsy to miss the force of Willie's sad but truthful reply.

There are many Willie Worths in the world. He had a sad lot, but a brave heart.

Take care not to go to the brink of vice, lest you fall over the precipice.

No person ever got stung by wasps who kept away from where they were. Bad habits are worse than wasps.

Touch not, taste not, handle not.

---

6. What is the meaning of **curses, jeers, force, sad,** and **reply?** Write all the words in the paragraph that are names of things.

landlord; tavern-keeper.
clad; clothed.
sneaked off; stole away slyly, as if he was ashamed to be seen.
jeers; mockings.
lot; condition in which to live.
brink; edge.
vice; an evil habit.
precipice; steep fall.

Read carefully the following statements:—

My mother *is* sick. We *are* poor. Willie *is* selling papers. Willie and John *are* selling papers. Toronto *is* in Ontario. Toronto and Kingston *are* in Ontario. Kingston *is* in Ontario. The book *is* in my desk. The books *are* in my desk.

Learn from these statements that when a statement is made about *one* person, or place, or thing, *is* may be used; but *are* should be used when the statement is made about *more than one* person, place, or thing.

Fill in the blanks in these sentences with *is* or *are*:—

Gold heavy and yellow. Those apples ripe. The landlord standing behind the bar. The half-tipsy men mocking him. London and Guelph cities. Cobourg a large town. You and I studying our lessons.

XXIII.—THE POOR MATCH-SELLERS.

Pronounce distinctly:—

kin' dling **re' al** **fare** **al though'**

1. Are all your matches sold yet, Tom?
   Are all your matches done?
   Then let us to the open square,
   And warm us in the sun;
   To warm us in the sweet, bright sun,
   To feel his kindling glow;
   For his kind looks are the only looks
   Of friendship that we know.
   O Tom, don't you cry,
   Although the cold winds blow;
   For the sun is shining bright and warm
   In the great square down below.

2. We'll call the sun our father, Tom,
We'll call the sun our mother;
We'll call each pleasant little beam
A sister or a brother:
He thinks no shame to kiss us, Tom,
Although we ragged go;
For his kind looks are the only looks
Of friendship that we know.

3. But oh, there's One above him, Tom,
Who loves us more than he;
Who made the great bright sun to shine
With beams so warm and free;
He is our real Father, Tom,
Although, while here below,
The sun's kind looks are the only looks
Of friendship that we know.

4. We'll tell Him all our sorrows, Tom,
We'll tell Him all our care;
We'll tell Him where we sleep at night,
We'll tell Him how we fare:
And then, oh then, to cheer us, Tom,
He'll send His sun to glow;
For His kind looks are the only looks
Of friendship that we know.

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3 and 4. Why are capitals used as the initial, or first letters, of **One, Father, Him,** and **His**?

O Tom, don't you cry,
Although the cold winds blow;
For the sun is shining bright and warm
In the great square down below.

---

glow; shining heat.
all our sorrows; all that gives us trouble or pain.
fare; are treated or fed, cheer; gladden.
square; an open space of ground with houses built around it.

XXIV.—THE BOY LOST IN THE BUSH.

Pronounce distinctly:—

wan' dered	in creased'	bruised
sur prised'	cau' tious ly	en' er gies
for' est	dense	in qui' ring
in clined'	nu' mer ous	mourned
ex act'	prog' ress	de ter' mined
di rec' tion	plod' ded	ob' sta cles

1. Far away in the backwoods of Ontario, in an old log-shanty, with his father and mother, there lived a young lad, named Willie Wilson. Mr. and Mrs. Wilson were very poor, and had hard work on their rough bush farm to make both ends meet.

---

1. Of what, and how, is a **log-shanty** built? What is meant by saying that he **had hard work to make both ends meet?**

2. Willie often went into the woods with his father, and while his father was at work, Willie would pick berries or go fishing in the stream. One day, however, Willie had wandered away, not thinking of what he was doing, until it began to grow dark, and he thought it was time to go home. He shouted to his father, but was surprised at not hearing any reply. Louder and louder he called, until he could cry no more, but in the deep, thick woods he heard no answering voice. Poor Willie was lost—lost in the pathless forest.

3. He was not a big boy, but he had a brave heart. He was hungry, and tried to eat some of the berries he had picked, but he could scarcely swallow them, for he felt as if he had a big lump in his throat. He felt inclined to cry, but, thought he, "it's no use crying; I must try and find my way out."

4. Poor fellow! he wandered on and on, and still the woods looked the same, and still no one answered his cries. It now became so dark that he could see no longer, and as he was quite worn out he laid himself down under a tree, and cried himself to sleep.

---

3. Explain the meaning of **he felt as if he had a big lump in his throat,** and **inclined to cry.**

5. Next morning he awoke refreshed, but had to rub his eyes a long time before he could remember where he was. He sat up and looked around, ate a few of his berries, and tried to think of what his father would do if he were there. As he sat,he thought he heard the murmuring of a stream in the distance. He listened carefully to know the exact direction of the stream; then looking straight towards it, off he set to try and reach it.

6. He had seen his father guide himself by always keeping three trees in the same line, and Willie did so now, and found, to his great delight, that the sound of the water increased. Cautiously looking forward from one tree in front to one still further on, so as not to go either to the right or left out of the straight line, he soon reached the banks of the stream.

7. He knew now that by keeping along the edge of the stream he would in time come to some clearing. But the wood was dense, the fallen trees numerous, and the brushwood so thick that he had

---

6. What is meant by **keeping three trees in the same line?** Write the paragraph, replacing **guide, delight, increased,** and **reached,** by other words having the same meanings.

7. Name words in the paragraph which have the same meanings as *plentiful, walked in slowly but steadily,* and *tired.*

hard work to make any progress. Little by little the berries went, and still the brave little fellow plodded on, until the second night. Weary and footsore he again lay down to rest, and again cried himself to sleep, after praying to God to help him and to bring him to his parents once more.

8. Next morning he was very hungry. No berries were to be found, but his brave spirit kept him up, and still he pushed on down the bank of the stream. At last, when almost worn out, his clothes all torn, and himself cut and bruised, he spied a little clearing. Gathering all his energies together he managed to reach it, and soon came to a small log-shanty, where he was taken care of.

9. Upon inquiring, it was found that he was now twenty miles from his home, but the kind people who had taken him in sent word to his father, who joyfully came and took him home. His mother, when she saw him, cried for joy, after having wept and mourned for her poor lost boy, whom she never expected to see again. Nor, indeed, would Willie have ever reached home if he had not been brave and determined, in spite of all obstacles.

---

8. What is meant by **spied**, and **managed to reach it**

was surprised; was astonished, was struck with wonder.
pathless forest; bush without a path.
refreshed; with new life.
murmuring; low confused noise.
cautiously; carefully.
direction of the stream; way it was from where he was.
dense; thick.
progress; moving forward.
energies; strength.
inquiring; asking.
obstacles; hindrances.

Write a sentence about yourself and one of your friends.

Use the following words with *is* or *are* correctly in sentences: **the woods, the banks of the stream, the brushwood, Willie Wilson and his mother, we, he, you.**

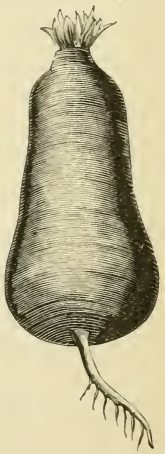
XXV.—THE ROOT.

Pronounce distinctly:—

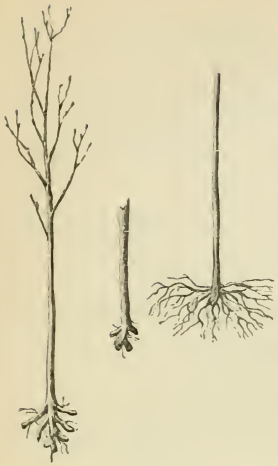
root' lets	**tor na do**	**cu' ri ous**
hur ri cane	**ab sorb'**	**va ri' e ty**

1. A plant is not like an animal that can move about. It grows and stays in one place. What keeps it in that place? Its roots? These grow down into the ground, and there hold fast, so that the first wind that comes along may not blow the plant over.

2. Some plants, such as the carrot, have just one large root in the ground. Above ground the carrot is not high; it has no stem, and its few leaves grow out of the top of the root. From this root, however, many fine hair-like roots grow out singly at the lower end. But most large plants, such as trees, and even small ones, such as tiny herbs, have branching roots. That is, the large root spreads out into rootlets as the stem spreads out into branches.



2. Write the names of six common plants that, like the **carrot,** have a single root. What is the **stem** of a plant?



3. Look at this picture of stems and roots. Do they not all look very much like the legs and feet of a bird? But a bird has only three or, at most, four toes on each foot, while the plant has in *its* foot so many that they cannot be counted. With such a host of toes, and far-reaching claws, all closely packed into the ground, the plant can cling firmly to the earth.

4. If a gale blows, it will not easily tear up the plant. A hurricane or a tornado will sometimes tear big trees out of the ground; but that does not often happen. One of the uses of the root, then, is to hold the plant firmly in its place.

5. But that is not all—it has more important work than that to do. By means of the roots the plant gets a large part of its food from the ground. They absorb the water from the soil, and with this water they get other substances which the plant needs.

6. There is something very curious about the

---

6. Write the paragraph, replacing **curious, act, seem, needs, kind, absorb,** and **what,** by words or phrases having the same meanings as these words.

way in which the roots act. They seem to know what the plant needs. The roots of one kind of plant will suck out of the earth just what that variety needs, and the roots of another kind of plant will absorb just what *it* needs.

7. The roots of all plants know what to take out of the ground besides water, of which they all take a great deal. And if a plant should be placed in a soil that has not the food it needs, what can the poor roots do? They do not find their proper food, and so the plant grows sickly and dies.

8. How do roots get so deep into the earth, and grow all over and around big rocks and little? It is in this way. When the tips of the rootlets are sucking up food for the plant, they are also growing longer. As the young roots are very fine, they can pick their way easily enough, for they have nothing to do but to lie still and let more root grow on to their ends; and of course these little ends will go which ever way they like or can.

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hurricane or **tornado**; violent storms of wind.

absorb; suck up, drawn in.

variety; kind.

Use **is** or **are** correctly in sentences containing the following words and phrases: **a plant, some animals, hurricanes, tiny herbs, the soil.**

XXVI.—THE LEAF.

Pronounce distinctly:—

scal′ loped (*skolupt*)	herbs	en a′ bled
o′ val	as′ ters	juice
chest′ nut (*chess*)	tu′ lip	as par′ a gus

1. We think of a leaf as something thin and broad, of its edges as smoothly rounded, prettily scalloped, or nicely toothed, and of its color as of a pleasing green. Many plants have leaves shaped somewhat like the apple leaf —which is nearly oval. On some plants these oval leaves are smooth on the edge; on others the edges are toothed, like those of the chestnut-oak leaf.

2. The leaves of some plants are coarsely toothed; on other plants, the teeth are very fine. Many herbs, such as the asters and golden-rods of our woods, and the wild sunflowers, have not only leaves with both coarse and fine teeth, but have many small leaves with smooth edges, all on the same plant. A leaf may be very long and oval, or very short and broad, and some leaves are almost round.

3. Then, again, there are heart-shaped leaves. Some morning-glory plants have such leaves. Many plants have scalloped leaves. Nearly all oaks have leaves of this kind. The live-oak and the willow-oak, which are not found in Canada, have smooth oval leaves.

4. Here is a leaf of a very curious shape, and a pretty leaf it is. It grows on very large and tall trees, called *tulip* trees, so named because they have large flowers shaped somewhat like a tulip. These splendid trees grow in the forests in some parts of Canada and the United States.

5. These are only a few of the countless varieties of leaves to be met with in the forests of the world. Their shapes are so many and so different that a large book would not hold pictures of them all.

6. Leaves are for the most part thin and broad. Being thin they are light, and a tree with its many

---

4, 5, 6. Write the paragraphs, using for **curious, shape, tall, splendid, forests, countless, different, for the most part,** and **branches,** other words or phrases which will not change the meaning.

little branches can hold thousands of them and not break down. Being broad, they are enabled to come into contact with a good deal of air; and that is just what the plant wants them to do —to take in from the air all the food they can.

7. And how do the leaves do this? By a kind of *breathing*. A leaf has a skin on each of its sides, and the skin on the lower side has thousands of fine holes, through which the air gets inside the leaf. There a part of the air joins the sap or juice that has come up from the roots, and the two together make the food upon which the whole plant feeds.

8. When the wind blows, the leaves bend and flutter about, but they hold fast to the branches by their tough little stalks; and if a few of the weaker ones do blow off, it does not matter much, for the plant has plenty more left. The firm, round trunk hardly moves, and the strong round branches bend over, but do not break; while the roots in the ground below hold everything fast.

9. There are plants, however, that have very slender, needle-like leaves. The different varieties of pines have such leaves, which generally hang from the trees in bunches. The asparagus plant,

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9. What word in the paragraph has the same meaning as **bunches**?

the young shoots of which we eat, has thread-like leaves that come out on the stems in round clusters. There are many other plants with leaves not thicker than pins; and some plants have very short and thick leaves.

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scalloped; marked along the edge with round notches.
oval; shaped like an egg.
enabled; made able.
come into contact with; touch.

Write words which are pronounced like **air, whole, their, weak, some, our,** and **flower.** Write sentences containing these words.

XXVII.—BEAUTIFUL GRANDMAMMA.

Pronounce distinctly:—

quaint	a′ pron	pearls
rip′ ple	rib′ bons	zest
win′ some	ha′ zel	his′ to ry

1. Grandmamma sits in her quaint arm-chair;
Never was lady so sweet and fair;
Her gray locks ripple like silver shells,
And her own brow its story tells
Of a gentle life and peaceful even,
A trust in God, and a hope in heaven.

---

1. Clearly explain the meaning of **ripple like silver shells,** and **peaceful even.**

2. Little girl May sits rocking away
In her own low seat, like some winsome fay;
Two doll babies her kisses share,
And another one lies by the side of her chair;
May is as fair as the morning dew,
Cheeks of roses, and ribbons of blue.

3. "Say, grandmamma," says the pretty elf,
"Tell me a story about yourself.
When you were little, what did you play?
Were you good or naughty the whole long day?
Was it hundreds and hundreds of years ago?
And what makes your soft hair as white as snow?

4. Did you have a mamma to hug and kiss,
And a dolly like this, and this, and this?
Did you have a pussy like my little Kate?
Did you go to bed when the clock struck eight?
Did you have long curls, and beads like mine?
And a new silk apron with ribbons fine?"

5. Grandmamma smiled at the little maid,
And laying aside her knitting, she said:
"Go to my desk, and a red box you'll see;
Carefully lift it and bring it to me."
So May put her dollies away, and ran,
Saying, "I'll be careful as ever I can."

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4 and 5. Write and give the meaning of words pronounced like **eight, maid,** and **see.**

6. The grandmamma opened the box, and lo!
A beautiful child with throat like snow,
Lip just tinted like pink shells rare,
Eyes of hazel, and golden hair,
Hand all dimpled, and teeth like pearls,—
Fairest and sweetest of little girls.

7. "Oh! who is it?" cried winsome May,
"How I wish she were here to-day!
Wouldn't I love her like everything;
Wouldn't I with her frolic and sing!
Say, dear grandmamma, who can she be?"
"Darling," said grandmamma, "I was she."

8. May looked long at the dimpled grace,
And then at the saint-like, fair old face:
"How funny!" she cried, with a smile and a kiss,
"To have such a dear little grandma as this!
Still," she added, with smiling zest,
"I think, dear grandma, I like *you* best."

9. So May climbed on the silken knee,
And grandmamma told her history:
What plays she played, what toys she had,
How at times she was naughty, or good, or sad!
"But the best thing you did," said May, "don't you see?
Was to grow a beautiful grandma for me."

---

6. What is meant by **pink shells rare**?
8. What is meant by **dimpled grace**?

quaint; odd-looking.
ripple; wave, are wavy.
winsome; merry.
fay or **elf**; fairy.
her history; story of her life.
tinted; slightly colored.
hazel; light brown.
saint; holy person.
zest; enjoyment.

Make a sentence out of each of the following groups of words:

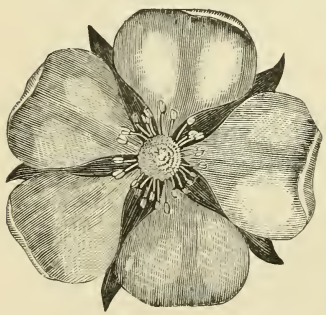
Fair, there, was, and, sweet, so, a, lady, never.

Girl, a, May, little, winsome, was, you, parents, repay, never, your, can, their care, for, of, you.

XXVIII.—THE FLOWER.

Pronounce distinctly:—

o′ dors	edg′ es	sta′ men
gen′ er al ly	us′ u al ly	knobs
pet′ als	yel′ low	pis′ tils



1. Why do most people like flowers so much? It is because of their pretty shapes and lovely colors; while the sweet odors which many of them give out make them agreeable and very pleasant.

2. Flowers have a great many shapes. There are as many forms to flowers as there are to leaves.

But you can generally tell a flower from a leaf by its form alone, even if you do not know its color.

3. Here is a picture of a leaf, and also one of a flower. Now, you can easily tell which is the leaf and which is the flower, although you see no color. How is this? You see that the leaf is made of only *one* blade, but that the flower has several blades, all growing from the same centre.

4. A vast number of plants have flowers like the lily. Some have only three blades, some have four, some five, some six, some seven, eight, nine, ten, or a great many more.

5. These little blades are called *petals*. Flowers with five petals, as in the picture, are very plentiful. Now, you see, the petals set in a circle make the flower somewhat

---

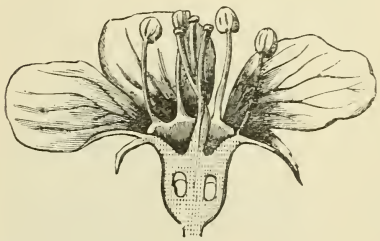
3. What word means the opposite of *with difficulty?*

5. What word means the opposite of *scarce*, and what one has the same meaning as *arranged?*

round in form. Indeed, there is something round about almost every flower.

6. Sometimes the petals do not stand apart, but are joined by their edges, forming a little bag or tube somewhat like a quill; or, they may be joined so as to make the flower hollow like a cup or a bell, as in the morning-glory and the harebell. There are also leaves that are quite round; but then they are not hollow or cup-shaped like a flower. They are flat.

7. Look at some flowers and you will see little thread-like things, usually of a yellow color, and growing from the same centre as the petals. On the end of each is a little case, or hollow body, about as big as a pin-head, or larger. These little sacks are mostly narrow and long—that is, oval. This thread with the case is called a *stamen.*



8. If you will look into some other flowers you will not see these stamens, but, instead, you

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7. Name a word in paragraph 2 that has the same meaning as **usually** in this paragraph?

will see, standing in the centre of the flower, one or more little stalks, with knobs on top of them very like a small bead in shape. They often look somewhat like stamens, but they are generally much thicker, and not so yellow. These stalks with the knobs are called *pistils*. The morning-glory has only one pistil, but the rose and buttercup have a great many. Some pistils have two, three, four, or five knobs.

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odors; smells or scents.

☞ These lessons will be very useful and interesting if the pupils are taught to distinguish petals, stamens, pistils, etc., on real flowers.

Was and *were*, like *is* and *are*, are often improperly used by boys and girls. Notice the following statements and questions:

The morning-glory *was* growing. The rose *was* growing.	The morning-glory and the rose *were* growing.
The flower *was* plucked . . .	The flowers *were* plucked.
Was the lily watered?	*Were* the lilies watered?

From these we learn the following rules:

When we make a statement, or ask a question, about *one* person, place, or thing, we should use *was*, but *were* should be used when the statement or question is about more than one person, place, or thing.

Write statements (using *was* or *were*) about **a violet, a sunflower, daisies,** and **dandelions.**

In each statement draw a line underneath the words which show what the statement is made about, and two lines underneath the words which show what is stated.

Write questions (using *was* or *were*) about **stamens, petals, John and Mary, some flowers,** and **the picture.**

XXIX.—THE FLOWER.

CONCLUDED.

Pronounce distinctly:—

a dorns'	with' ers	per' fume
pump' kins	pol' len	rus' set

1. Now, it is in the bottom of the pistil that the young seed grows. Already, while the lovely flower adorns the beautiful day, the young seed, so small that it cannot be seen, is beginning to grow at the bottom of the pistil. And after the petals of the flowers drop off or wilt, the seed continues to grow until it gets ripe, while the bottom of the flower, usually green and hard, grows round the seed, and makes the fruit.

2. Look at the large yellow, bell-shaped flower of the squash or pumpkin-vine. There it is, at first, with its pistils of three knobs, gladdening the daylight with its beautiful color, and ants,

1 and 2. Write these paragraphs, using for **lovely, beginning, continues, gets, usually, gladdening,** and **withers,** other words which will not change the sense.

bees, wasps, and butterflies go in to suck the sweets; while all the time the young fruit is growing at the bottom. By-and-by the flower withers and drops off, and where it was, there now grows and ripens the big squash or still bigger pumpkin.

3. But there are other flowers on the pumpkin-vine. They, too, are large, yellow, bell-shaped and beautiful; but when *they* drop off, no fruit takes their place. Then what are they for? Ah! that is the question! Look into those flowers and you will see stamens, but no pistils. Such flowers cannot bear fruit. No seed grows in a stamen.

4. Then what are stamens for? In the hollow bodies or cases on the ends of the stamens there grows a fine dust. That dust, when it is ripe, works out of the cases, and when wasps, butterflies, or other little creatures go into the flower, they rub against the cases, and the dust sticks to them. Presently they go into other pumpkin-flowers, perhaps into one that has a pistil. Of course, they are very likely to rub against that too. Then the fine dust—called *pollen*—which the insect brought from the stamen in the first flower, rubs off on to one of the cases of the pistil.

4. Write the names of five kinds of insects.

5. Then it is, and not till then, that the hidden seed begins to grow in the bottom of the pistil. The pollen had to come from the stamen, or no seed would have grown in the pistil. So you see, stamens have work to do. From their knobs they yield the pollen, and that pollen must in some way get to the pistils, or no fruit will grow.

6. Many plants have both pistils and stamens in the same flower. In such flowers the pistil is in the middle, and the stamens usually grow around it in a circle. Did you ever see an apple blossom? That has the pistil with the stamens set round it. The pollen from the stamens gets on to the pistil, and only then does the fruit begin to grow.

7. After sweetening the air with their perfume for a few days, the little rosy blades or petals of the flower drop off, the young apple not as big as a pin-head grows bigger and bigger, and by the time the autumn comes round there hangs on the tree a fine russet. Remember, stamens and pistils made that apple grow.

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adorns; makes beautiful.
wilt; begin to wither.
gladdening; making bright.
perfume; scent, sweet smell.

Use the following words and written sentences:—**pistil, grow, until, off, ant, aunt, rub, too, one, won, yield, middle, no, know, a few days, apple.**

XXX.—LITTLE WHITE LILY.

Pronounce distinctly:—

shone **crown' ed** **veins**

1. Little white Lily
Sat by a stone,
Drooping and waiting
Till the sun shone.
Little white Lily
Sunshine has fed;
Little white Lily
Is lifting her head.

2. Little white Lily
Said "It is good;
Little white Lily's
Clothing and food."
Little white Lily
Dressed like a bride!
Shining with white-
ness,
And crownèd beside!

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1. What is meant by **drooping?**

2. What is the **clothing** of the lily? With what is she **crowned?**

3. Little white Lily
Droopeth with pain,
Waiting and waiting
For the wet rain.
Little white Lily
Holdeth her cup;
Rain is fast falling
And filling it up.

4. Little white Lily
Said "Good again,
When I am thirsty
To have fresh rain.
Now I am stronger,
Now I am cool;
Heat cannot burn me,
My veins are so full."

5. Little white Lily
Smells very sweet;
On her head sunshine,
Rain at her feet.
Thanks to the sunshine,
Thanks to the rain,
Little white Lily
Is happy again!

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3. What caused her to **droop with pain?** What is **her cup?**

4. Of what are **her veins full?**

XXXI.—THE FRUIT.

Pronounce distinctly:—

tough	or' an ges	huck' le ber ries
wheth' er	lem' ons	wal' nuts
tu' bers (long *u*)	mel' ons	hick' o ry
to ma' to	cu' cum bers (*kew*)	husks
pears	cur' rants	a' corn (long *a*)
peach' es	cran' ber ries	purs' lane

1. If you cut open an apple, you will find, inside, the seeds. These seeds, as we learned in the lesson on the flower, first began to grow at the bottom of the pistils of the flower. The little pink petals, and the little threads of stamens, dropped off; and after that the young seeds still went on to grow, and around them also grew larger and thicker the green and harder part of the flower, which was below and outside of the little colored petals.

2. As the young seeds went on growing, and the lower part of the flower went on growing too, the big round apple began at last to ripen, and the seeds inside of it also ripened. Now, of what use was all that part of the apple around the seed? You will say: "O, it grew there for us to eat."

3. But it did not grow there merely for us to eat. The apple, when it was getting ripe, was a kind of house for the seeds. It kept them safe from the weather, and no doubt kept off many a

bug and fly. And when the tender little seeds at last got ripe, and had a good tough skin around them, they could begin to take pretty good care of themselves.

4. This house for the seeds we call the fruit. Whether it is eaten or not, it is still the fruit of the plant. There are thousands of plants which bear fruit which nobody ever eats.

5. We must not make a mistake and call things fruits that are not fruits. Common potatoes are not fruits. They are tubers, which are thickened parts of the underground stems of certain plants. When you cut open a potato you find no seeds. But the potato-plant *has* seeds. It has flowers, fruit, and seed, all above ground; but the plant is usually cut away before the fruit and seed can ripen. It is only those large round lumps which we call potatoes that the gardener cares about, and they are the only thing about the potato-plant that is fit for eating.

6. It is different with tomato-plants. They have no tubers, but they bear those beautiful fruits which we call tomatoes. When you cut open a tomato, what do you see? A large number of seeds. That shows you it is a fruit. Now, a

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4. Name plants whose fruit is not good for food.

potato-plant and a tomato-plant are very much alike. They are like sisters in the same family. But of the one plant we eat the fruit, and of the other we eat—not the root, but a tuber that grows underground.

7. Remember, then, it is not always the fruit of a plant which we eat; but the fruit is that which holds the seed. A bean-pod is the fruit of a bean-plant; and when the pod gets ripe and dry it splits open, and there, inside, are the ripe seeds, the beans, ready to drop out. Just so is it with peas. The peas are the seeds of the pea-plant, and they grow inside of the pea-pod, which is the fruit.

8. Fruits have many shapes; but almost every fruit is somewhat round in form. You can think of apples, pears, cherries, plums, peaches, oranges, lemons, grapes, watermelons, pumpkins, cucumbers, currants, gooseberries, cranberries, huckleberries, walnuts, and hickory-nuts, with their coatings or coverings.

9. But then there are fruits not so round as these. Maple trees have fruits shaped like the one shown in this picture. They are called keys. The two seeds inside are close together, and near the stalk; and from each thick round part where the

seed is there grows a thin blade or wing. After the fruit is ripe, it falls off the trees, and away goes the key sailing through the air.

10. An acorn is a fruit with a cup. Some plants have fruit like a little box. The lid opens when the fruit is ripe, and the seeds drop out. The common purslane, in almost every garden, has such a fruit. In this picture you see the seeds piled up inside, and the lid about to fall off. This gives the seeds a chance to reach the ground, take root there, and in due time bring forth others of their kind. But this you will hear of in the next lesson.

Do thy little, do it well,
Do what right and reason tell.

Write sentence-answers to the following questions:—
How can the fruit of a plant always be known?
What is the chief use of the fruits?
What are tubers?
What is the **fruit** of the **maple** called?

XXXII.—THE SEED.

Pronounce distinctly:—

clothe **plumes** (*u* as in *tunes*) **sprout**

1. A young seed is like a little child, and the plant on which it grows is its mother. The plant takes care of the young seed. It feeds it, and gives it a little house to grow in. That house is the fruit. The seed and the fruit cannot feed themselves. This is done by the mother plant, which, through its roots, takes food from the ground, and by its leaves takes other food from the air.

2. A tiny young plant will grow out of the seed if the ground into which it drops is good, and if the weather is favorable. This plant will take root in the earth, send up stem and branches into the air, and clothe itself with beautiful leaves. Thus the little seed, which once clung to its mother, as it was growing in its little house, becomes in its turn a pretty plant.

3. It grows larger and stronger, and at last it is ready to put forth flowers. Then, if all its flowers have stamens only, and no pistils, it can have no fruit. But if some or all of its flowers have pistils, it can have fruit. The seeds will grow where the pistils were, and with the seeds will come the fruit.

4. And so it goes on. One plant will grow up and have flowers, fruit, and seed. From that seed a like plant will grow. The seed of an apple will grow into an apple tree. An orange seed will grow into an orange tree. The seed of a rose will grow to be a rose-bush. A grain of wheat will grow up to be a fine large grass. That grass is the noble wheat-plant. And so it is with all plants. Each plant has its own kind of seeds; and these seeds will grow to be plants like itself.

5. Seeds, as well as flowers and fruits, are of many shapes; but, like flower and fruit, every kind of seed is round-like in form. Very many seeds are round, like the pea. A great many grasses and other plants have very small round seeds, some not larger than grains of sand.

6. Then there are oval seeds, like beans, and thin and flat seeds, such as you find in a water-melon or in a pumpkin. Some seeds have silken plumes, and when they drop off the plant, go sailing far and wide through the air like those of thistles and dandelions.

7. No matter how small or how large the seed is, or what its shape, inside of its snug covering lies a little plant, asleep. It may be very small, still it is there. When it falls into good ground, and rain and heat and light come to it, the seed

will sprout; and this sprout is the little plant that was asleep inside of it, now growing out into root, stem, branch, and leaf.

Be good, sweet child, and let who will
be clever;
Do noble deeds, not dream them all
day long;
And so make life, death, and the
vast forever,
One grand, sweet song.

Fill the blanks in the following sentences with *is* or *are*, as required by the sense :—

The fruit a house for the seed. Seeds of many shapes. The wheat-plant, the oat-plant, and the barley-plant grasses. The seeds of beans oval. Roots, stem, leaves, flowers, and seeds parts of a plant.

Use *was* or *were* in the following :—

The orange seed dropped on the ground. He and I at London. The watermelons stolen. The sheep hurt in its foot. The sheep asleep in their fold. A flock of pigeons seen about the houses.

XXXIII.—SEVEN TIMES ONE.

Pronounce distinctly:—

dai' sies	yel' low	cuck' oo-pint
pow' dered	col' um bine	toll
marsh ma' ry	wrap' per	lin' net

1. There's no dew left on the
daisies and clover,
There's no rain left in
heaven:
I've said my "Seven Times"
over and over;
Seven times one are seven.

2. I am old, so old I can write a letter;
My birthday lessons are done;
The lambs play always, they know no better;
They are only one times one.

---

2. What different meanings has **letter**? Write sentences containing the words **write** and *right*.

3. O Moon! in the night I have seen you sailing
And shining so round and low;
You were bright! ah, bright! but your light is failing;
You are nothing now but a bow.

4. You Moon! have you done something wrong in heaven,
That God has hidden your face?
I hope, if you have, you will be forgiven,
And shine again in your place.

5. O velvet bee, you're a dusty fellow,
You've powdered your legs with gold!
O brave marshmary buds, rich and yellow,
Give me your money to hold!

6. O columbine, open your folded wrapper
Where two twin turtle-doves dwell!
O cuckoo-pint, toll me the purple clapper
That hangs in your clear green bell!

---

3. Name the silent letters in **night, sailing, low, bright, failing, and bow.** When **bow** rhymes with **cow** what is its meaning?

5 and 6. **Marshmary** (marsh-marigold), **columbine,** and **cuckoo-pint** are the names of flowering plants. What is here meant by **money?** What do you understand by **toll,** and **clapper?**

7. And show me your nest with the young ones
in it;
I will not steal them away;
I am old! you may trust me, linnet, linnet!
I am seven times one to day.

Has, like *is* and *was*, may be used to make a statement, or ask a question, about *one* person, place, or thing. When we make a statement, or ask a question, about more than one person, place, or thing, we should use *have*.

Use *has* or *have* to make statements or ask questions about **no rain, a letter, the lambs, my birthday lessons, your money,** and **two twin turtle-doves.**